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ABSTRACT

The project was conducted to evaluate the vocational education reporting system in Virginia. Objectives were to determine if the student enrollment and followup information collected by the system is adequate for program planning by local school divisions; to revise the reporting system; to study procedures used in other States in determining manpower demand; to develop an instrument to determine student demand for vocational programs; to revise the forms and procedures used in plans for vocational education; to determine availability and utilization of vocational education facilities in Virginia; to develop an instrument for gathering data on teachers' daily assignments; and to assist in developing computer software for program standards. It was concluded that while the reporting system is functioning reasonably well, major revisions of forms and procedures are needed to improve its efficiency. Materials resulting from and related to the project are appended. Included are: a report on adequacy of information to localities (4 pages); 1974 and 1975 teacher guides (55 pages); a manpower demand state-of-the-art study (67 pages); vocational education student demand projection system (33 pages); annual projected plan for vocational education and preliminary applications for Virginia vocational funds for 1975-76 (87 pages); and a report on facility utilization study. (Author/MF)

FINAL REPORT

BEST COPY AVAILABLE

**Further Development of the Vocational Education
Management Information System for Virginia (VEMIS-V).**

**Research Project in Vocational Education
Conducted Under
Part C of Public Law 90-576**

**Donald E. Elson
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
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July 1975

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FINAL REPORT

Further Development of the Vocational Education
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The project reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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July 1975

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Further Development of the Vocational Education Management Information System for Virginia (VEMIS-V)

Summary

The Division of Vocational Education State Department of Education (DVE/SDE) funded the project, based in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University for the period July 1, 1974 to June 30, 1975.

Objectives

The objectives of the project were to determine if the enrollment and follow-up information collected by the Vocational Education Reporting System (VERS) is adequate for meeting accountability requirement and for evaluation and planning of vocational education programs by local school divisions; to revise and update VERS in accordance with the changing information needs; to study the procedures being used in other states in determining manpower demand and to recommend procedures for use in Virginia; to develop and validate an instrument for use in determining the student demand for vocational programs; to revise the forms and procedures used in developing annual and five-year local plans for vocational education; to determine the availability and utilization of vocational education facilities in Virginia; to develop an instrument for gathering data on the daily assignments of teachers; and to assist in developing the software for computerizing a set of program standards and determine if programs meet these standards.

Procedures

The procedures followed to accomplish the above objectives varied with each objective. In general, the tasks required of this project were accomplished by the project staff members with direct assistance and consultation

from the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education.

Project Staff

The project staff included one faculty member and one stenotypist. The Director of the project was not a line member of the project staff, however he did provide assistance in completing the objectives in addition to being the administrator for the project.

Results and Accomplishments

An evaluation of the Vocational Education Reporting System (VERS) indicated that the system is functioning reasonably well. Major revisions of some procedures made as a result of this project should improve VERS. The development of an additional reporting form for teacher daily assignment, a procedure for determining student demand for vocational education program and revision of the forms and procedures for the annual and five-year local plans are other major accomplishments of this project.

Evaluation

No third party evaluation was required. The staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education, provided continuous evaluation.

Conclusions and Recommendations

The following conclusions and recommendations were reached:

1. The Vocational Education Reporting System (VERS) seems to be meeting a portion of the data needs of the Division of Vocational Education, State Department of Education and the local school divisions. It is recommended that an extensive evaluation of this

system be conducted to determine the full extent to which the data needs are being met, especially with respect to the major changes initiated under this project.

2. The follow-up of former students conducted as a part of VERS provides the needed data for the state. However, it seems that the needs of the local school divisions may not be fully met. It is recommended that a study be conducted of the follow-up data needs of localities and procedures incorporated into VERS which will meet those needs.
3. The concept of a management information system is a viable one for vocational education in Virginia. This project expanded this concept, however much can yet be done to improve the efficiency of the system through further development of VERS and computerization of portions of the planning documents and program standards.

THE PROBLEM

Evaluation and planning are essential if vocational education is to be responsive to the needs of students, employers, and society. The success of both evaluation and planning is greatly dependent upon the availability of valid, reliable, and timely information. Three important questions arise: (1) What are the information needs of vocational education decision makers?, (2) What methods should be used to systematically collect and make available the information needed by vocational decision makers?, and (3) How can the information be used in evaluation and planning? Question 1 has been generally answered in designing the information system discussed below. This research will deal with methods and procedures for collecting and using specific types of information.

Background Information

In 1971, a research effort, known as the Vocational Education Evaluation Project (VEEP), was initiated in the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University. This project was funded by the Division of Vocational Education, State Department of Education (DVE/SDE) and had as its primary objective the development of a management information system for planning and programming of vocational education. It is envisioned that the system, when completed, will include components to furnish information in the following areas:

1. Student enrollment by program and program information
2. Follow-up of former students
3. Personnel resources available
4. Facilities and equipment available
5. Financial resources available
6. Manpower demand and student needs and interests

Developmental efforts thus far have been concentrated in the first two areas which deal with enrollment and follow-up information. These have been combined into what is called the Vocational Education Reporting System (VERS). This system is fully operational throughout Virginia. For future developmental efforts, priority has been given to areas four and six which include facilities and equipment, manpower demand, and student needs and interests. The research proposed here will deal with these priority areas and will also include revising and updating VERS as needed. A vocational education facilities and equipment utilization model, under development in a study funded by the Virginia State Advisory Council on Vocational Education, will be considered for use in this research.

OBJECTIVES

The major objective of this research is to further develop VEMIS-V. The contributory objectives are:

1. To determine if the enrollment and follow-up information collected by VERS is adequate for meeting accountability requirements and for evaluation and planning of vocational education programs by local school divisions.
2. To revise and update VERS in accordance with the changing information needs.
3. To study the procedures being used in other states in determining manpower demand and to recommend procedures for use in Virginia.
4. To develop and validate an instrument for use in determining the student demand for vocational programs.
5. To revise the forms and procedures used in developing annual and five-year local plans for vocational education.

6. To determine the availability and utilization of vocational education facilities in Virginia.
7. To develop an instrument for gathering data on the daily assignments of teachers.
8. To assist in developing the software for computerizing a set of program standards and determining if programs meet these standards.

PROCEDURES FOLLOWED

The procedures followed in accomplishing each of the objectives varied, therefore each objective will be discussed separately.

Objective 1.

Survey instruments were mailed to 130 superintendents and 143 VERS coordinators/directors of all school divisions in Virginia. The cover letter requested them to evaluate the adequacy of information of seven VERS reports. Four rating items were used to evaluate each report.

The seven VERS reports were:

1. Preliminary Enrollment by Service
2. Preliminary Summary of Disadvantaged and Handicapped by Service
3. Preliminary School Enrollment Totals from VERS Form 1.1
4. Final Secondary Enrollment and Completion by Service
5. Final Secondary Disadvantaged, Handicapped by Service
6. Final Adult Enrollment by Service
7. Final Adult Completion by Service.

The four rating items were:

U: Contains very useful information for program planning and/or program evaluation.

I: Information is important for planning and evaluation but it is not in a form which can be readily used in our current planning and evaluation system.

NR: I have seen the report but have not read it.

NS: I have not seen the report.

During a six weeks period, completed instruments were received from 35 superintendents and 107 VERS coordinators/directors.

Objective 2.

Changing data needs and improvement of the system required revisions in the Vocational Education Reporting System forms and procedures. The revisions were made by the project staff based on the survey conducted as described above and continual consultation with members of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education.

Objective 3.

A state-of-the-art study was conducted to determine manpower demand systems now in use in other states and to assess the system currently being used in Virginia. Systems from Oklahoma, Kansas, Minnesota, and Pennsylvania were studied by the staff. Three agencies in Virginia were studied also.

Objective 4.

Work was initiated as a part of VEEP during fiscal year 1974 to develop and field test an instrument for use in determining student demand for vocational programs. This work was finalized and the Vocational Education Demand Project System was established.

Objective 5.

The forms and procedures being used in developing local plans were studied and revised on the basis of consultation with personnel in the Division of Vocational Education, State Department of Education and personnel in local school divisions.

Objective 6.

A study to determine the utilization of vocational education facilities was proposed. This study was to build upon the model developed in a study

funded by the Virginia State Advisory Council on Vocational Education.

Objective 7.

An instrument for gathering teacher daily assignments data was developed in consultation with the Division of Vocational Education, State Department of Education staff.

Objective 8.

The set of program standards to be developed by the Division of Vocational Education, State Department of Education was to be computerized so that application for program approval could be entered into the computer and compared with the standards.

PROJECT STAFF

The project staff included one faculty member and one stenotypist. The director of the project was not a line member of the project staff, however he did provide assistance in completing the objectives in addition to being the administrator for the project. A brief vita for the director and staff member are included on the following pages.

PROJECT DIRECTOR

Donald E. Elson, Assistant Professor
Division of Vocational and Technical Education
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Education:

Ph.D. in Education, Michigan State University, 1971 (Major: Vocational Education; Minor: Administration and Higher Education; Cognate: Research and Evaluation)
M.S. in Agricultural Education, Kansas State University, 1968 (Major: Agricultural Education; Minor: Agricultural Engineering)
B.S. in Agricultural Education, Kansas State University, 1958 (Major: Agricultural Education)

Experience:

1973-	Assistant Professor, Division of Vocational and Technical Education College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia
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1968-1971	Graduate Teaching Assistant, Institute of Agricultural Technology; College of Agriculture, Michigan State University, East Lansing, Michigan
1967-1968	Graduate Research Assistant, Kansas Vocational Education Research Coordinating Unit, Topeka, Kansas
1958-1967	Vocational Agriculture Teacher, Kinsley High School, Kinsley, Kansas

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Career Education
Vocational-Technical Education

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M.S., North Carolina State University, 1963 (Major: Industrial Psychology; Minor: Statistics)
M.A., University of Madras, 1958 (Major: Psychology; Minor: Psychometrics)

Experience:

1971- Assistant Professor, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia
1967-1971 Management Assistant to Director, Center for Occupational Education, North Carolina State University, Raleigh, North Carolina
1963-1967 Associate Member of Technical Staff, Bell Telephone Laboratories, Murray Hill, New Jersey
1961-1963 Research Assistant, North Carolina State University, Raleigh, North Carolina
1958-1961 Research Scholar, Indian Institute of Science, Bangalore, India

Competencies and Interests:

System Analysis, Development and Evaluation in Education
Program Planning and Budgeting
Computer Applications
Management Science Techniques in Education
Educational Measurement

RESULTS AND ACCOMPLISHMENTS

Each objective will be discussed separately.

Objective 1.

Analysis of the data received from 35 superintendents and 197 VERS coordinators indicated that VERS must be revised to reduce time and effort on the part of the local personnel and reports should be returned in less time to the localities. A copy of the report of the study is included in Appendix A.

Objective 2.

Several revisions were made in VERS for 1975. These changes were the result of the evaluation survey, suggestions by members of the Divisions of Vocational Education and Educational Research and Statistics and a change in the optical reading equipment available to process the various forms. One major revision is the change from an individual student form at the beginning of school to a class enrollment form. Other changes included designing the follow-up forms to be optically read. A copy of the 1974 TEACHER'S GUIDE which was printed and distributed by this project is included as Appendix B. The 1975 TEACHER'S GUIDE which was developed by this project is included as Appendix C.

Objective 3.

A copy of the report resulting from the state-of-the-art study of manpower demand systems is included in Appendix D.

Objective 4.

The work in a student demand projection system was finalized under this project. There are two major uses of this system: (1) to aid localities in

making student surveys when planning new vocational programs and, (2) to aid in making a reasonable projection of student enrollments each year in existing vocational education programs. The bulletin describing the complete system is included in Appendix E.

Objective 5.

A copy of the Annual Projected Plan for Vocational Education and Preliminary Application for Virginia Vocational Funds for 1975-76 is included in Appendix F.

Objective 6.

A preliminary report (Appendix G) concerning the development of a facility utilization system was prepared. After review of the model developed by a study funded by the Virginia State Advisory Council on Vocational Education and a change in priorities in the State Department of Education, no further work was done toward the accomplishment of this objective.

Objective 7.

An instrument for gathering data on teacher daily assignments was developed in consultation with members of the Division of Vocational Education, State Department of Education. A copy of the form and instructions are included in Appendix H.

Objective 8.

No progress was made on this objective as the program standards for vocational education to be developed by the Division of Vocational Education, State Department of Education were not finalized during the period of this project.

EVALUATION

No third party evaluation was required for this project. A continuous evaluation was conducted, however since all work was done in close cooperation with staff members of the Divisions of Vocational Education, and Educational Research and Statistics, State Department of Education.

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

The following conclusions and recommendations were reached:

1. The Vocational Education Reporting System (VERS) seems to be meeting a portion of the data needs of the Division of Vocational Education, State Department of Education and the local school division. It is recommended that an extensive evaluation of this system be conducted to determine the full extent to which the data needs are being met, especially with respect to the major changes initiated under this project.
2. The follow-up of former students conducted as a part of VERS provides the needed data for the state. However, it seems that the needs of the local school divisions may not be fully met. It is recommended that a study be conducted of the follow-up data needs of localities and procedures incorporated into VERS which will meet those needs.
3. The concept of a management information system is a viable one for vocational education in Virginia. This project expanded this concept, however, much can yet be done to improve the efficiency of the system through further development of VERS and computerization of portions of the planning documents and program standards.

APPENDIX A³
REPORT ON ADEQUACY OF VERS INFORMATION
TO LOCALITIES

Report on Adequacy of VERS Information to Localities

(Prepared by P. S. Vivekananthan)

Survey instruments were mailed to 130 superintendents and 143 VERS coordinators/directors of all school divisions in Virginia. The cover letter requested them to evaluate the adequacy of information of seven VERS reports. Four rating items were used to evaluate each report.

The seven VERS reports were:

1. Preliminary Enrollment by Service
2. Preliminary Summary of Disadvantaged and Handicapped by Service
3. Preliminary School Enrollment Totals from VERS Form 1.1
4. Final Secondary Enrollment and Completion by Service
5. Final Secondary Disadvantaged, Handicapped by Service
6. Final Adult Enrollment by Service
7. Final Adult Completion by Service.

The four rating items were:

- U: Contains very useful information for program planning and/or program evaluation.
- I: Information is important for planning and evaluation but it is not in a form which can be readily used in our current planning and evaluation system.
- NR: I have seen the report but have not read it.
- NS: I have not seen the report.

During six weeks period, completed instruments were received from 35 superintendents and 107 VERS coordinators/directors. Frequency distribution of responses of each group is as follows:

Superintendents (Responded: 35, Total: 130)

Reports/Ratings	U	I	NR	NS
1	18	13	2	1
2	18	12	2	3
3	19	8	4	1
4	17	10	3	1
5	17	11	1	4
6	16	11	3	3
7	15	12	3	3

VERS Coordinators/Directors (Responded: 107, Total 143)

Reports/Ratings	U	I	NR	NS
1	68	20	2	10
2	56	20	5	19
3	62	24	1	11
4	57	16	3	21
5	49	14	6	24
6	45	12	5	35
7	46	10	5	35

The data show that a majority of superintendents and VERS coordinators indicated that the seven reports were useful in planning and evaluation (U rating item). However, a large number of respondents indicated that the reports were not in the forms that could be readily used at the local level (I rating item). Several respondents also commented that the reports were not useful because they did not receive them in time to prepare the annual update or five-year planning documents. Comments made by the respondents are categorized under three headings and are given below:

Additional Reports Needed:

1. Follow-up results of former vocational education students.
2. Adults follow-up results.
3. Historical enrollment data.
4. Current statistics on employment opportunities.
5. Comparative report on projected enrollment from annual and five-year planning document and actual enrollment.
6. Student's plans of continuing education.
7. FTE data.
8. Comparative enrollment figures across school divisions.

Critical Remarks about VERS

1. The amount of time and effort expended in VERS is not worth it.
2. Enrollment information is quickly available through VERS T-7.
3. Maybe useful at the State level but not at local level.
4. Reports are useless unless the localities receive in time to prepare annual and five-year planning documents.

Miscellaneous

1. One LEA would like to explore the possibility of copying some of student's background data from their computer tape to a tape that can be used at the State department instead of completing VERS 1.2.
2. Specific clarification on funding procedures related to number of students, teachers and the purchase of equipment.

Based on the survey results, the following recommendations are made:

1. VERS must be revised to cut down effort and time.
2. Enrollment reports taken by teachers and students should be received by the LEAs in time to prepare annual and five-year planning documents.

3. In addition to the seven reports, the following reports are made available.

- a. Man-power Demand Projection Data.
- b. Follow-up Survey Results.
- c. Comparison of Projected Enrollment Figures as Given in the Annual and Five-Year Planning Document and Actual Enrollment Figures as Obtained, through VERS.
- d. Historical Enrollment Data broken down by Service and Grade Level, if possible.

APPENDIX B

1974 TEACHER'S GUIDE

VIRGINIA

VOCATIONAL

EDUCATION

REPORTING

SYSTEM

TEACHER'S GUIDE

Vocational Education Evaluation Project
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College of Education
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and

Division of Vocational Education and
Division of Educational Research and Statistics
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July, 1974

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VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

Introduction and General Information for Teachers

The Vocational Education Reporting System (VERS) was developed by the Vocational Education Evaluation Project staff, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education. VERS is designed to provide the data needed for evaluating, planning, and budgeting vocational education programs in Virginia. In the process of gathering these data, VERS will reduce the reporting tasks of teachers, provide a uniform information collection procedure across all vocational services, and provide more accurate data. The operation of the system is under the supervision of the Coordinator of Vocational Education Research and Statistical Information, State Department of Education. This individual works with VERS coordinators in each school division of the State. All data processing is done in the Division of Educational Research and Statistics, State Department of Education.

Eight data collection instruments are used in VERS: Virginia Vocational Education Student Enrollment Form, VERS 1.2; Virginia Vocational Education Adult Enrollment Form, VERS 2.2A and 2.2B; Virginia Vocational Education Program Termination or Completion Form, VERS 3.1; Virginia Vocational Education Follow-Up Form, VERS 4.2; Virginia Vocational Education Adult Preparatory Student Completion Form; VERS 5.2A and 5.2B; and the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.1.

VERS forms have been extensively revised. Destroy all forms you may have from the past school year.

Virginia Vocational Education Student Enrollment Form, VERS 1.2

This student enrollment form is designed to obtain information about vocational students and vocational programs. Information from this form will be used for funding of vocational education programs. You will receive copies of the form from the Virginia Vocational Education Reporting System coordinator in your school or school division. The forms are to be completed by your students during class on or about September 30. If you enroll a new student after September 30, submit a VERS 1.2 form on that student to your school or division coordinator immediately. Included in this guide is a complete script for your use in explaining the form to your students.

Virginia Vocational Education Adult Enrollment Form, VERS 2.2A and 2.2B

The VERS 2.2A form (blue color) is used to collect summary enrollment information about students in reimbursed adult vocational programs. Information from this form will be used for funding of adult vocational education programs. It will be sent to the individual in each school division designated to handle reimbursement for adult vocational programs. This individual will distribute copies to you for completion at the conclusion of each adult course. The completed forms will then be collected by the same individual and mailed to the appropriate state supervisor.

The VERS 2.2B form (magenta color) will be distributed by the VERS coordinator to those of you who are teaching vocational education courses which are not reimbursed by state vocational education funds. Do not complete the forms for adult classes that are not considered vocational education. The VERS coordinator will collect and mail the completed forms for non-reimbursed courses to the Coordinator of Vocational Education Research and Statistical Information.

Virginia Vocational Education Program Termination or Completion Form, VERS 3.1

The information from the VERS 1.2 forms will be stored on computer tape and will be continually updated as additional VERS 1.2 forms are submitted on new students. The Virginia Vocational Education Program Termination or Completion Form, VERS 3.1, is a computer printout. It contains the names, identification numbers, and O.E. Codes for all students for whom a VERS 1.2 form has been submitted during the year. In addition, VERS 3.1 will contain four items to be checked relative to the status of the students. You will receive the VERS 3.1 form from the VERS coordinator in your school or school division in May. After you have made the checks, the form is to be returned to your coordinator before May 31.

Virginia Vocational Education Follow-Up Forms

The secondary students to be followed-up will be identified on the basis of the VERS 3.1 forms. They will complete the Virginia Vocational Education Follow-Up Form, VERS 4.2. Information from the VERS 5.2A and 5.2B forms will be used to identify the adult preparatory students to be followed-up. The adult students will complete the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.1. The follow-ups will be conducted directly with the former students, thus relieving you of the responsibility of following up students for reporting purposes.

Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.2A and 5.2B

The student completion forms are designed to collect individual data about students who have fulfilled the requirements for completion of adult preparatory programs. These data are collected in order that a follow-up may be conducted directly with the former adult students. The VERS 5.2A form (aqua color) is for students completing reimbursed adult preparatory programs. The VERS 5.2B form (purple color) is for students completing adult preparatory programs not reimbursed by state vocational education funds. A complete script is included in this guide for your use in explaining the form to your students.

VIRGINIA VOCATIONAL EDUCATION
STUDENT ENROLLMENT FORM, VERS 1.2

INSTRUCTIONS FOR TEACHERS

1. This form is to be completed by students on or about September 30. Students who are absent on that day should complete the form as soon as they return to class. If new students enroll after September 30, submit forms on them to your school or division VERS coordinator immediately.
2. A form should be completed for each course in which the student is enrolled. This is a change from procedures in past years.
3. On the day before you plan to use the form, ask the students to:
 - a. bring a soft lead pencil (#2 preferred) to use in filling out the form.
 - b. know their zip code.
 - c. bring their social security number if they have one.
4. If some students do not have their zip code or social security number on the day the forms are completed, keep their forms separate and have the students fill in the missing information the following day.
5. Please study the teacher's script included in this guide. It is written so that you may read it verbatim to your classes. Several items in the script contain blanks. Fill in the blanks provided in items 1, 2, 12, 13, 15, 18, 19, 20 and 22 before class. Use your judgment as to the method of presentation.
6. Students taking a course in another school, such as a vocational center, should use the codes for the school where the course is offered (items 18 and 19), as well as the code for their home high school division (item 21).
7. Listings of special codes which you will need are included in the Appendices of this guide.

Appendix A: O. E. Codes (U. S. Office of Education Codes)

Appendix B: Vocational Education Course Codes

Appendix C: Division Codes
8. The form VERS 1.2 should be completed by all vocational students in all approved courses, except as follows:
 - a. Business education: the form should be completed only by those students who are in a vocational business course or who are enrolled in general business or beginning typewriting courses with plans to continue in the vocational business program.
 - b. Industrial arts: the form should be completed only by those students enrolled in the courses listed on the Vocational Education Course Codes list in Appendix B of this guide.

[illegible]

DIRECTIONS FOR STUDENTS

FORM VERS 1.2

Virginia Vocational Education Student Enrollment Form

THE INSTRUCTOR SHOULD REFER TO THE VERS TEACHER'S GUIDE IN AIDING THE STUDENT TO COMPLETE THE FORM.

SAMPLE MARKS				
	0	2	4	6
USE A NUMBER	0	2	4	6
2 PENCIL ONLY.	1	1	1	1
	2	2	2	2
	3	3	3	3
DO NOT FOLD	4	4	4	4
OR STAPLE.	5	5	5	5
	6	6	6	6

- A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.
- B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.
- C. Examples for completing student's name and address:

Student's Name — Enter last name beginning first letter in first box. Leave an empty box after final letter of last name, do not blacken any space below the empty box. Begin first name in box immediately after the empty box. Leave an empty box after the first name. Write middle initial in box immediately after empty box. It is important that middle initial be included in name. In some cases the first name will have to be abbreviated to allow space for the middle initial.

Example: William M. Jones, Jr.

J	O	N	E	S		W		M		J	R						
---	---	---	---	---	--	---	--	---	--	---	---	--	--	--	--	--	--

Mary Q. Public

P	U	B	L	I	C		M	A	R	Y		Q					
---	---	---	---	---	---	--	---	---	---	---	--	---	--	--	--	--	--

Student's Address — Street Address, P.O. Box Number, or box and route number. Abbreviate when necessary, especially words such as West — W; Road — R; P.O. Box — POB or B; Rural Route — RR or RFD. Leave an empty box between sets of numbers or words.

Example: 1254 West Davenport

1	2	5	4		W		D	A	V	E	N	P	O	R	T		
---	---	---	---	--	---	--	---	---	---	---	---	---	---	---	---	--	--

Box 125, RFD 5

B	O	X		1	2	5		R	F	D		5					
---	---	---	--	---	---	---	--	---	---	---	--	---	--	--	--	--	--

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

VIRGINIA VOCATIONAL EDUCATION STUDENT ENROLLMENT FORM, VERS 1.2

TEACHER'S SCRIPT FOR GIVING
INSTRUCTIONS TO STUDENTS

Information from this form is used for determining the amount of state funds to be reimbursed to your school division for vocational education programs. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed.

Script type may be read to the students; regular type is instructions or explanations provided for your benefit.

Write answers to items 1, 2, 12, 13, 15, 18, 19, 20, and 22 on chalkboard. As class begins, be sure all students have soft lead pencils. Ball point pens cannot be used.

Information from items 11, 12, 13, 14, 15, and 24 is extremely important for use in determining funding for each school division.

We have been asked by the State Department of Education to complete a student enrollment form today. This school division receives state and federal funds to help finance its vocational programs. In order for the State Department of Education in Richmond and the U. S. Office of Education in Washington, D. C. to plan and budget for vocational education, they must have certain information concerning the students enrolled in the programs throughout the state. The information you are being asked to give may be available but not necessarily in the form needed by these agencies. It is important that you fill out the form correctly today because the information on it will be used to contact many of you approximately six months after you graduate from high school. At that time you will receive a questionnaire asking for information such as your present job, where you work, kind of skills you are using, etc. I encourage you to complete the form when it arrives and return it. The information will be valuable for improving vocational programs in the future in this school as well as across the state.

Pass out the forms. If you are enrolled in other vocational courses, you will be completing a copy of this form in those courses also. As you receive the form, read the brief directions on the back of the form and notice the sample marks in the upper right-hand corner. Be sure to mark the form as shown. DO NOT MAKE DOTS OR CIRCLES. MAKE ONLY ONE MARK IN EACH COLUMN. DO NOT EXTEND A MARK INTO AN ADJACENT COLUMN. As you code the form, be especially careful not to interchange the O and Q. If you make an error, be sure to erase it completely.

Item 1 - School Name

The proper name for this school is _____.

Print the name in item 1 as it appears on the board.

Item 2 - Course Name

Item 2 is the name of this course. Print in _____ just as it is on the board. Many course names are long, so abbreviate. Use the Vocational Education Course Codes list (Appendix B) to determine the proper name. Do not use the course code number in item 2, but make note of it for use in item 20.

Item 3 - Student's Name

Item 3 is your name. Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial. Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. After you have printed your complete name, blacken the space corresponding to each letter of your

name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any space below the empty boxes. Students not familiar with this type of optical scanning form should be warned to be careful to stay within the small brackets on either side of the letters or numbers and not to interchange the letters O and Q.

Item 4 - Permanent Street Address, P. O. Box, or Route and Box

Item 4 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. Those forms will be sent to the address given in item 4. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct space in the columns below the letters or numbers in the address.

Item 5 and 6 - City, Town, or Post Office and State

Items 5 and 6 are the city, town or post office and state in which your mail is received. Print the city name in item 5 and then blacken in the space corresponding to each letter. Indicate the state in item 6 by marking the space corresponding to the correct state.

Item 7 - Zip Code

The zip code is item 7. Be sure to put in the correct code number and then blacken the spaces below.

Item 8 - Age

Age is item 8. This is your age as of September 30. Write in your age and blacken the proper space below each number.

Item 9 - Social Security Number

Item 9 calls for your social security number. This will be used for identification purposes only. If you do not have a number, blacken in the space at the bottom of the section where it says "Mark here if no social security number." Enter only the numbers, do not put in the hyphens. Do not skip any spaces in the number. Blacken in the proper space below each number. Remember, social security numbers are on driver's licenses and may be on other identification cards. If some students do not want to give their social security number, tell them to mark "no social security number."

Item 10 - Ethnic Group

Item 10 is ethnic group. If you consider yourself to be of American Indian origin mark American Indian. Please note that the first category is for American Indians and not Americans in general. If you consider yourself of African or Negroid origin mark Negro or Black. Students who consider themselves to be of Spanish speaking origin, such as Mexican, Puerto Rican, Central American, Cuban, or Latin American, should mark Spanish American. Those students considering themselves Chinese, Japanese, or other Oriental origin should mark Oriental. Those of you who consider yourself Caucasians or of another ethnic group not previously mentioned should mark Caucasian or Other. Some students may not wish to indicate their ethnic group. Do not insist that this item be completed by the students. It should be completed by teachers if not completed by the students.

Item 11 - Number of Courses Enrolled in from this Program (Vocational Service)

Indicate the number of courses you are taking in this vocational education service. A student marks the number of courses he/she is taking in the particular vocational education service. For example, if a student has enrolled in Trade and Industrial Education and is taking Welding I and Metal Trades I, he/she will mark 2.

Caution: A student does not count the courses he/she is taking outside the particular vocational education service. For example, if the student is taking a Business course as well as Trade and Industrial courses, the total should not include the Business course, which is outside the particular service being considered. You as the teacher will know the number of courses in your vocational education service in which each student is enrolled; therefore, you can supply this information to the student.

Item 12 - Number of Periods in this Course Each Day

For item 12, fill in _____. This is the number of periods you are in this course each day. If this course uses modular scheduling, students should not complete item 12.

For cooperative students: the number of periods in a course each day is based on the number of periods in class daily plus the number of released periods from the school for on-the-job training. For example: a cooperative education student in Stenography II for two periods a day, and released two periods for on-the-job training, will report four periods.

Item 13 - Minutes Per Period

In item 13, fill in the number _____. This is the number of minutes the course meets per period. Include instructional time and a reasonable amount of time for changing classes. If this course uses modular scheduling, students should not complete item 13.

Item 14 - Modular Scheduling

If this course is on a modular schedule, ask the students to blacken the space in item 14. If this course is not on the modular schedule, ask them to omit item 14.

Item 15 - Length of Course in Weeks

For item 15, fill in the number _____. This is the total number of weeks the course meets in the school year. The total number of weeks should not exceed a maximum of thirty-six. Courses meeting for seven, eight, or nine weeks should be marked as ten; courses meeting for seventeen, eighteen or nineteen weeks should be marked as twenty; and courses meeting for twenty-seven, twenty-eight, or twenty-nine weeks should be marked as thirty.

Item 16 - Sex

Blacken the space corresponding to your sex in item 16.

Item 17 - Grade

For item 17, mark your grade in school. This is the student's actual grade and not the grade for which your course is normally offered.

Item 18 - Division Code

I have written on the chalkboard the code for the division where your classes are located. Enter _____ in item 18 and blacken in the proper space below each number. Obtain the division number from the list of Division Codes included in Appendix C of this guide.

Item 19 - School Code

In item 19, enter _____ as shown on the board and blacken in the proper space below each number. Obtain the school code from the VERS coordinator for your division.

Item 20 - Course Code

I have put the course code to be entered in item 20 on the board. The number is _____. Remember to blacken in the proper space in each column. The course code corresponds to the course name used in item 2. Use the Vocational Education Course Code List (Appendix B)--no other codes can be accepted.

Item 21 - Home Division Code

Fill in the division code of your home school division. Obtain the appropriate division codes from the list of Division Codes in Appendix C of this guide. If a student's home school division is the same school division where the vocational education courses are offered, his home school division code (item 21) is the same as in item 18.

Item 22 - Teacher Code

This item provides a way to identify individual teachers in this school. My code number is _____. Use the code number assigned to you by the Virginia Vocational Education Reporting System coordinator in your school or school division.

Item 23 - O. E. Code

Item 23 is the Office of Education code. This code refers to the occupation for which you are being trained. Obtain the code numbers from the list of O. E. Codes (Appendix A) and write them on the board. Students in a given class of business education, distributive education, or ICT may have different codes, but all should be within the same vocational service. For exploratory or orientation courses, be sure to use the code for your service area. Use only the codes listed.

This completes your section of the form. Take a minute now to be sure you have made a code mark in the proper space corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column.

I will complete item 24. It deals with some additional information about this class.

If all of the students in the class are the same, relative to the questions in item 24, it will save you time to have the students complete item 24 also.

Item 24 - For Instructors Only:

Be sure to answer with a Yes or No to each of the questions A through F, and select the correct response for section G.

- A. Is this student considered disadvantaged? (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

- B. Is the program in which this student is participating specially designed for disadvantaged students?
- C. ~~Is~~ this student considered handicapped? (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped.

- D. Is the program in which this student is participating specially designed for handicapped students?
- E. Is this student participating in a co-op program related to your vocational service? (This does not apply to industrial arts and consumer and home-making courses.)
- F. Is this an exploratory, or orientation course?

Exploratory, or orientation courses are designated with an asterisk in the Vocational Education Course Codes list in Appendix B of this guide.

- G. If question B is answered yes, indicate whether the type of funding is Part B, Part 102 B, or Part G. This information is given on the approved application received by the project director. If you do not have this information, check with your vocational director or your division superintendent's office.

Return completed forms to the Virginia Vocational Education Reporting System Coordinator in your school or school division.

VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM - VERS 2.2A and 2.2B

INSTRUCTIONS FOR TEACHERS

The Virginia Vocational Education Adult Enrollment Form is used to collect summary enrollment information about students in adult vocational education programs. Two variations of the form, VERS 2.2A (blue color) and VERS 2.2B (magenta color), are used to collect the required enrollment data.

Reimbursed Adult Vocational Education Programs - VERS 2.2A

The form, VERS 2.2A (blue color), is used for adult classes for which the preliminary applications for reimbursement have been approved by the appropriate state supervisor. Information from VERS 2.2A is used for determining the amount of funds for adult vocational education programs in your school division. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed. Complete and return the VERS 2.2A forms to the person designated to handle reimbursement for adult vocational education programs in your school division at the conclusion of each course. This individual will send the completed forms along with the requests for reimbursement to the appropriate state supervisor.

Non-reimbursed Adult Programs - VERS 2.2B

Form VERS 2.2B (magenta color) is used for adult programs for which reimbursement from state vocational funds has not been requested or approved. Information from VERS 2.2B is used for reporting to the U. S. Office of Education. Accuracy is essential. Complete the VERS 2.2B forms at the conclusion of each course and return them to your local VERS coordinator.

Instructions for Completing
VERS 2.2A and 2.2B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

A separate form is to be completed by you at the conclusion of each adult preparatory, adult supplementary and/or apprenticeship program. For purposes of these forms, a student is any person who enrolls in a program. Listed below these instructions are definitions of the adult programs.

If there are more than four different O.E. Codes for a course, it will be necessary to complete an additional form(s). A listing of O.E. Codes is included in Appendix A. Use only the codes listed.

If there are more than 99 students enrolled in one course, it will be necessary to complete a form for the first 99 students and additional form(s) for those over 99.

Listed below are item by item instructions for completing both VERS 2.2A and VERS 2.2B.

1. Teacher's Name - Enter full name of the principal class instructor.
2. Location - Give name of school, industry, or other place where classes were taught.
3. Course Name - Give course title.
4. Division Code - Give three-digit code for the school division where the class was located.
5. School Code - If the class was located at a school, give the four-digit code for that school. The school code may be obtained from the VERS coordinator or the office of the school principal. If not located at a school, enter the number 9999.
6. Total O. E. Codes - Give the total different O. E. Codes for the class. For example, if the total is eight, enter 08.
7. Form Number - Indicate the sequence number of the forms. For example, if there are eight different O. E. Codes in a class, two VERS 2.2 forms should be submitted. Item 7 should be marked "1" on the first form and "2" on the second.
8. Teacher's Social Security Number - Enter the social security number of the class instructor named in item 1.
9. Current Employment Status - Report the total students who are employed and the total who are not, employed at the time the report is completed.
10. Program Type - Indicate whether the adult program is preparatory, supplementary, or apprenticeship.
11. Reason for Program Offering - Choose the most appropriate reason for the program offering.
12. Total Sessions - Give the total number of class sessions.
13. Hours Per Session - Give the length of time per class session to the closest hour.
14. First O. E. Code - Give the first O. E. Code to be listed on this form.

For items 15-19, indicate the number of students for the first O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

20. Second O. E. Code - If there is more than one O. E. Code to be listed on this form, enter the second code in item 20.

For items 21-25, indicate the number of students for the second O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

26. Third O. E. Code - If there is a third O. E. Code to be listed on this form, enter it in item 26.

For items 27-31, indicate the number of students for the third O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

32. Fourth O. E. Code - If there is a fourth O. E. Code to be listed on this form, enter it in item 32.

For items 33-37, indicate the number of students for the fourth O. E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

Definitions

Adult Preparatory Program - A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary Program - A program designed to provide training for persons who have already entered the labor market and need training to be updated, or upgraded to achieve stability or advancement in their current employment (consumer and homemaking classes and Young Homemakers of America are included in this classification).

Adult Apprenticeship Program - Occupational training undertaken by a trade or industry in cooperation with a public school for high school graduates only. Student works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Regular Students - Persons who are neither disadvantaged nor handicapped.

Disadvantaged Students - Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

Handicapped Students - Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

O. E. Code - Refers to the career objective for which the student is trained. Determine the proper O. E. Code number from Appendix A of this guide.

Division of Vocational Education
State Department of Education
Richmond, VA 23216

**VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM VERS 2.2A
(For Reimbursed Courses)**

1. TEACHER'S NAME

2. LOCATION

3. COURSE NAME

4. DIV. CODE		5. SCHOOL CODE		6. TOTAL O.E. CODES		7. FORM NO.	
00	00	00	00	00	00	00	00
01	01	01	01	01	01	01	01
02	02	02	02	02	02	02	02
03	03	03	03	03	03	03	03
04	04	04	04	04	04	04	04
05	05	05	05	05	05	05	05
06	06	06	06	06	06	06	06
07	07	07	07	07	07	07	07
08	08	08	08	08	08	08	08
09	09	09	09	09	09	09	09

8. TEACHER'S SOCIAL SECURITY NO.		9. CURR. EMP. STATUS		10. PROGRAM TYPE	
00	00	00	00	00	00
01	01	01	01	01	01
02	02	02	02	02	02
03	03	03	03	03	03
04	04	04	04	04	04
05	05	05	05	05	05
06	06	06	06	06	06
07	07	07	07	07	07
08	08	08	08	08	08
09	09	09	09	09	09

11. REASON FOR PROGRAM OFFERING		12. TOTAL SESSIONS		13. HRS. PER SESSION	
00	00	00	00	00	00
01	01	01	01	01	01
02	02	02	02	02	02
03	03	03	03	03	03
04	04	04	04	04	04
05	05	05	05	05	05
06	06	06	06	06	06
07	07	07	07	07	07
08	08	08	08	08	08
09	09	09	09	09	09

14. STANDARD COURSE
15. REQUESTED BY LOW AL EMPLOYERS
16. REQUESTED BY UNEMPLOYED PERSONS
17. REQUESTED BY ADULT ED., STAFF OR ADVISORY COMM.
18. COMMUNITY SURVEY INDICATED NEED

14. FIRST O.E. CODE		15. MALES		16. FEMALES		17. REG.		18. DIS.		19. HAN.	
00	00	00	00	00	00	00	00	00	00	00	00
01	01	01	01	01	01	01	01	01	01	01	01
02	02	02	02	02	02	02	02	02	02	02	02
03	03	03	03	03	03	03	03	03	03	03	03
04	04	04	04	04	04	04	04	04	04	04	04
05	05	05	05	05	05	05	05	05	05	05	05
06	06	06	06	06	06	06	06	06	06	06	06
07	07	07	07	07	07	07	07	07	07	07	07
08	08	08	08	08	08	08	08	08	08	08	08
09	09	09	09	09	09	09	09	09	09	09	09

20. SECOND O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
00	00	00	00	00	00	00	00	00	00	00	00
01	01	01	01	01	01	01	01	01	01	01	01
02	02	02	02	02	02	02	02	02	02	02	02
03	03	03	03	03	03	03	03	03	03	03	03
04	04	04	04	04	04	04	04	04	04	04	04
05	05	05	05	05	05	05	05	05	05	05	05
06	06	06	06	06	06	06	06	06	06	06	06
07	07	07	07	07	07	07	07	07	07	07	07
08	08	08	08	08	08	08	08	08	08	08	08
09	09	09	09	09	09	09	09	09	09	09	09

26. THIRD O.E. CODE		27. MALES		28. FEMALES		29. REG.		30. DIS.		31. HAN.	
00	00	00	00	00	00	00	00	00	00	00	00
01	01	01	01	01	01	01	01	01	01	01	01
02	02	02	02	02	02	02	02	02	02	02	02
03	03	03	03	03	03	03	03	03	03	03	03
04	04	04	04	04	04	04	04	04	04	04	04
05	05	05	05	05	05	05	05	05	05	05	05
06	06	06	06	06	06	06	06	06	06	06	06
07	07	07	07	07	07	07	07	07	07	07	07
08	08	08	08	08	08	08	08	08	08	08	08
09	09	09	09	09	09	09	09	09	09	09	09

32. FOURTH O.E. CODE		33. MALES		34. FEMALES		35. REG.		36. DIS.		37. HAN.	
00	00	00	00	00	00	00	00	00	00	00	00
01	01	01	01	01	01	01	01	01	01	01	01
02	02	02	02	02	02	02	02	02	02	02	02
03	03	03	03	03	03	03	03	03	03	03	03
04	04	04	04	04	04	04	04	04	04	04	04
05	05	05	05	05	05	05	05	05	05	05	05
06	06	06	06	06	06	06	06	06	06	06	06
07	07	07	07	07	07	07	07	07	07	07	07
08	08	08	08	08	08	08	08	08	08	08	08
09	09	09	09	09	09	09	09	09	09	09	09

44/45

SAMPLE MARKS				
	0	2	4	6
USE A NUMBER	0	0	0	0
2 PENCIL ONLY	1	1	1	1
DO NOT FOLD	2	2	2	2
OR STAPLE	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6

DIRECTIONS FOR TEACHERS REPORT FORM VERS 2.2A

Virginia Vocational Education Adult Enrollment Form

- A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.
- B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.
- C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 2.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

**VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM VERS 2.28**
(For Non-Reimbursed Programs)

1. TEACHER'S NAME

2. LOCATION

3. COURSE NAME

9. CURR. EMPLOYED		10. PROGRAM TYPE	
TOTAL EMPLOYED	3 FTE	PREPARATORY	
0 F01	0 F01	SUPPLEMENTARY	
1 F11	1 F11	APPRENTICESHIP	
2 F21	2 F21		
3 F31	3 F31		
4 F41	4 F41		
5 F51	5 F51		
6 F61	6 F61		
7 F71	7 F71		
8 F81	8 F81		
9 F91	9 F91		

8. SOCIAL SECURITY NO.		11. REASON FOR PROGRAM OFFERING	
0 F01	0 F01	STANDARD COURSE	
1 F11	1 F11	REQUESTED BY LOCAL EMPLOYERS	
2 F21	2 F21	REQUESTED BY LOCAL EMPLOYEES	
3 F31	3 F31	REQUESTED BY UNEMPLOYED PERSONS	
4 F41	4 F41	REQUESTED BY ADULT ED. STAFF OR ADVISORY COMM	
5 F51	5 F51	COMMUNITY SURVEY INDICATED NEED	
6 F61	6 F61		
7 F71	7 F71		
8 F81	8 F81		
9 F91	9 F91		

7. FORM NO.		12. TOTAL SESSIONS	
1	1	0 F01	0 F01
2	2	1 F11	1 F11
3	3	2 F21	2 F21
4	4	3 F31	3 F31
5	5	4 F41	4 F41
6	6	5 F51	5 F51
7	7	6 F61	6 F61
8	8	7 F71	7 F71
9	9	8 F81	8 F81
		9 F91	9 F91

6. SCHOOL CODE		13. HRS. PER SESSION	
0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91

14. FIRST O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91

15. SECOND O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91

16. THIRD O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91

17. FOURTH O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91

18. FIFTH O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91

19. SIXTH O.E. CODE		21. MALES		22. FEMALES		23. REG.		24. DIS.		25. HAN.	
0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01	0 F01
1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11	1 F11
2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21	2 F21
3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31	3 F31
4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41	4 F41
5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51	5 F51
6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61	6 F61
7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71	7 F71
8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81	8 F81
9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91	9 F91

SAMPLE MARKS				
	0	2	4	6
USE A NUMBER	0	0	0	0
2 PENCIL ONLY	1	1	1	1
DO NOT FOLD	2	2	2	2
OR STAPLE	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6

DIRECTIONS FOR TEACHERS REPORT FORM VERS 2.2B

Virginia Vocational Education Adult Enrollment Form

- A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.
- B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.
- C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 2.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

VIRGINIA VOCATIONAL EDUCATION
PROGRAM TERMINATION OR COMPLETION FORM, VERS 3.1

INSTRUCTIONS FOR TEACHERS

The VERS 3.1 form is a computer printout which indicates the name, identification number, and O.E. Code for each student for whom a VERS 1.2 form (Virginia Vocational Education Student Enrollment Form) has been submitted. The Virginia Vocational Education Reporting System coordinator in your school or school division will distribute the VERS 3.1 form to you in May. After checking the form as outlined below, you are to return it to your coordinator by May 31.

Specific Instruction for VERS 3.1

1. Upon receipt of the VERS 3.1 form, make the following checks for errors:
 - A. A student's name should appear in the listing for each course in which the student is enrolled. If an enrollee is not listed, a VERS 1.2 form should be completed for the appropriate course. Do not add these names to the listing.
 - B. Mark through students' names if they were never enrolled. Instructions for indicating students who terminated enrollment for any reason are given in item 2 below. Do not mark out students' names if they were enrolled in the course at some time during the year.
 - C. Check for errors in spelling of the students' names, making corrections directly on the list.
 - D. There is no need to check social security numbers. Either a student has given a social security number or an identification number has been generated for the student.
2. At the right of the VERS 3.1 form are four columns for indicating the Termination or Completion Codes. You are to complete as many of these as are applicable to each student using the codes on the following pages. At the end of these instructions you will find the requirements for program completion and the definition of related field or occupation. These are provided to assist you in completing items I and III, respectively. Do not complete the four Termination or Completion Code columns (I, II, III, IV) for the following categories of students:
 1. students who plan to re-enroll in your vocational service next year.
 2. students in exploratory or orientation courses.
 3. students in industrial arts courses.
 4. students enrolled in courses offered in grade 9 or below, except those students completing Homemaking I at the 8th grade level and Homemaking II at the 9th grade level.

TERMINATION OR COMPLETION CODES

Item I - Educational Status

Enter under the column titled "Item I - Educational Status" the capital letter corresponding to the one statement below which properly describes the educational status of the student and then follow the instructions given at the end of that item.

- A. Will complete the program requirements and graduate this year. (Give graduation date in Item II, disregard Items III and IV.)
- B. Will complete the program requirements this year, but will not graduate. (Give expected graduation date in Item II, disregard Items III and IV.)
- C. Completed the program requirements but withdrew from school without graduating. (Disregard Items II, III, and IV.)
- D. Has not completed the program requirements but will graduate this year. (Give graduation date in Item II and complete Item III, disregard Item IV.)
- E. Withdrew from the program prior to completing the requirements and remained in this school. (Answer Item IV, disregard Items II and III.)
- F. Withdrew from the program prior to completing the requirements and withdrew from this school. (Answer Items III and IV, disregard Item II.)

Item II - Graduation Date (for A, B or D only)

(This item is to be answered only if A, B or D was given as the response to Item I.)

Give the month and year of graduation.

Item III - Employment Status (for D or F only)

(This item is to be answered only if D or F was given as the response to Item I.)

Enter under the column titled "Item III - Employment Status" the numeral corresponding to the one statement below which properly describes the employment status of the student.

- 1. Employed in field of training.
- 2. Employed in field related to training.
- 3. Employed in non-related field.
- 4. Unemployed.
- 5. Still in school.
- 6. Status unknown.

Item IV - Reason for Withdrawal (for E or F only)

(This item is to be answered only if E or F was given as the response to Item I.)

Enter under the column titled "Item IV - Reason for Withdrawal" the numeral corresponding to the one statement below which properly describes the MAJOR reason for withdrawal from the program.

1. Transferred to another school.
2. Transferred to another vocational program in this school.
3. Entered military service.
4. Encountered academic difficulty.
5. Encountered financial difficulty.
6. Encountered social, emotional, or personal difficulty.
7. Developed physical disability or illness.
8. Other reason (specify) _____
9. Reason unknown.

Return the VERS 3.1 form to the Virginia Vocational Education Reporting System coordinator in your school or school division by May 31.

Requirements for Program Completion at the Secondary Level (use for Item I)

Agricultural Education: Students completing three or more years of instruction in agricultural education (in area vocational centers with one-half day programs, students completing two years of instruction).

or

Students leaving school prior to normal completion of instruction who are employed full-time in the field of training or a closely related field.

Business Education: Seniors completing the vocational instruction in the eleventh and/or twelfth grade for secretarial, stenographic occupations; type-writing and related occupations; data processing occupations; filing, general clerical, office machines operator occupations; or clerical accounting occupations.

or

Students graduating or withdrawing from school prior to completing the required sequence who are employed full-time in the field of training or a closely related field.

Distributive Education: Students completing the requirements of any distributive education course and either graduating from high school or leaving school at the end of the year without graduating.

or

Students leaving school prior to normal completion of a distributive education course who are employed full-time in the field of training or a closely related field.

Home Economics Education

Occupational Home Economics: Students completing the requirements of a course of one or more years duration and graduating from high school or leaving school prior to graduation.

or

Students leaving school prior to normal completion of a course of one or more years duration who are employed full-time in the field of training or a closely related field.

Consumer and Homemaking: Students completing two years of instruction or completing the senior Homemaking--Family Living course.

Trade and Industrial Education: Students completing the vocational program requirements and either graduating from high school or leaving school prior to graduation.

or

Students leaving school prior to completing the vocational program requirements who are employed full-time in the field of training or a closely related field.

Definition of Related Field or Occupation (use for Item III)

An occupation involving the use of part of the skills and knowledge learned while pursuing training for a specific occupation or cluster of occupations.

Examples:

1. person trained in agricultural machinery who uses his mechanical skills learned in the agriculture mechanics laboratory for employment in a factory as a machinery maintenance worker.
2. person trained as auto mechanic but goes to work as a maintenance mechanic in some industry.
3. person is employed in a distributive job, but in a different O. E. business classification than that for which he was trained; i.e., student trained for hardware field (04.09) but now employed in automotive field (04.03).
4. person trained in accounting but goes to work as a salesman in a store specializing in business and office machines.
5. person trained in occupational clothing services but goes to work in a clothing store as a salesperson.

VIRGINIA VOCATIONAL EDUCATION PROGRAM TERMINATION OR COMPLETION FORM
APRIL, 1974

VERS-3.1

PAGE 7

SCHOOL NAME
DIVISION-SCHOOL NUMBER
SERVICE
COURSE NAME
COURSE NUMBER
TEACHER CODE

COVINGTON HIGH
107-0350
DISTRICTIVE EDUCATION
OE I PREPARATORY GRADE 10
8110
37

NAME	IDENTIFICATION NUMBER	OE-CODE	ITEM I EDUCATIONAL STATUS	ITEM II GRADUATION DATE	ITEM III EMPLOYMENT STATUS	ITEM IV REASON FOR WITHDRAWAL
BIGGS ALMA L	999-11-8240	040800	*	*	*	*
BOQUES SHERRY L	223-86-2915	040700	*	*	*	*
CARTER CAROL R	223-86-3271	049900	*	*	*	*
CASH EARL M JR	225-90-7855	041600	*	*	*	*
CLARK WALLACE H	229-70-6705	041000	*	*	*	*
FURLONG CECIL R	999-15-1489	040600	*	*	*	*
GIBSON KATHY S	999-15-2140	040800	*	*	*	*
GIBSON OFBRA L	999-15-2172	040700	*	*	*	*
HALSEY DAVID W	224-88-4633	041600	*	*	*	*
HARTE RSARA L	999-15-5388	040800	*	*	*	*
HIGGINS KATHY L	230-92-5682	040800	*	*	*	*
JUNKINS JAMES H	999-15-9216	041600	*	*	*	*
LESLEIF A LAWSON	230-90-9825	040800	*	*	*	*
MILLER CERRICK R	231-92-7046	040100	*	*	*	*
PLEASANT STEVEN D	225-90-7899	040800	*	*	*	*
PLOTT JACKIE W	228-92-2517	041600	*	*	*	*
STANONS KATHY M	226-96-0105	040800	*	*	*	*
TOOMBS RONNIE R	999-21-1842	041000	*	*	*	*
VARICH LINDA M	224-88-2671	041800	*	*	*	*
WEESE ROBBIE W	229-94-6882	040600	*	*	*	*

54/55

VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.2A AND VERS 5.2B

INSTRUCTIONS FOR TEACHERS

These forms are to be completed by students who have fulfilled the requirements for completion of an adult preparatory program. Listed below are definitions of program completions for each vocational service and the instructions for completing the form.

Requirements for Program Completion at the Adult Level

Business Education A student who has finished the sequence of courses for one of the preparatory occupational programs.

or

A student who has met the requirements of the most advanced course in type-writing and completed one additional course in office education.

Distributive Education A person who earns the certificate or diploma granted at the completion of the following: (1) a single course of ten hours or more in length in the DE preparatory adult program ("Training for Part-Time Employment" course is excluded), or (2) all required course hours in DE preparatory adult diploma program.

Home Economics Education A student who completes the requirements of any approvable course in occupational home economics.

Trade and Industrial Education A student who completes a preparatory program consisting of a unit or a series of units of combined classroom and shop learning experiences or practical work experiences satisfying the requirements of a vocational objective leading to employment.

Instructions for Completing
VERS 5.2A and 5.2B

VERS 5.2A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.2A, (aqua color) is to be completed by students as they conclude a reimbursed adult preparatory program. You should obtain copies of the form from the individual designated to handle reimbursement for adult vocational education programs in your school division. After the student completes the form, return it to the same individual. He will send the form to the appropriate state supervisor.

VERS 5.2B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.2B (purple color) is to be completed by students as they conclude a non-reimbursed adult preparatory program. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the state office for tabulation.

Item by Item Script for VERS 5.2A and 5.2B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

Portions of the following instructions are written in script form for your convenience in reading to the student. The portions in regular type are instructions or explanations for your benefit.

After each student has a copy of the form, allow him time to read the instructions on the back of the form.

1. Teacher's Name - *Enter full name of the principal class instructor.*
2. Location - *Give name of school, industry, or other place where classes were taught:*
3. Student's Name - *Enter your last name, first name, and middle initial as indicated by instructions on the reverse side of the form. Students having titles in their names, such as Junior, should place the abbreviation for the title after the middle initial.*
4. Address - *Give the permanent street address. Someone should be living at this address who will always know where to contact you, since you may be contacted for follow-up information. Refer to instructions on the reverse side of the form.*
- 5-6. City and State - *Give the city, town, or post office and state in which your mail is received.*

7. Zip Code - Enter the correct code number.
8. Phone Number - Give your permanent home telephone number.
9. Social Security Number - Enter your social security number. If you do not have a number, fill in the box for "No Social Security Number".
10. Sex - Fill in the space corresponding to your sex.
11. Age - Select the range which includes your age.
12. Current Employment Status - Indicate the categories that describe your current status.
13. Highest Year of Education - Give the level of your highest year of education.
14. Division Code - The code for this school division is _____. Give the three-digit code for the school division where the classes were located. Obtain the division code numbers from the list of Division Codes in Appendix C.
15. Home Division Code - If the division code in item 14 is not the code for your home division, fill in your home division code, otherwise omit this item. Provide when necessary the home division code numbers to the students.
16. O. E. Code - Give the six-digit code referring to the career objective for which you are being trained in this program. A list of O. E. codes is provided in Appendix A. Choose the appropriate code from the list-- no other codes can be accepted.
17. Start/End Dates of Your Program - Mark the month and year that your program began and the month and year that your program was completed.

Item 18 should be completed by the instructor. Answer with a YES or NO to each of the following questions:

- A. Is this student considered disadvantaged? (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also.)

Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

- B. Is the program in which this student is participating specially designed for disadvantaged students?

- C. Is this student considered handicapped? (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also.)

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped.

- D. Is the program in which this student is participating specially designed for handicapped students?

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

LAST NAME - FIRST NAME - MIDDLE INITIAL		STREET ADDRESS: P.O. BOX: QR ROUTE & BOX		CITY, TOWN, OR POST OFFICE		STATE	
CA	A	CA	A	CA	A	CA	A
CB	B	CB	B	CB	B	CB	B
CC	C	CC	C	CC	C	CC	C
CD	D	CD	D	CD	D	CD	D
CE	E	CE	E	CE	E	CE	E
CF	F	CF	F	CF	F	CF	F
CG	G	CG	G	CG	G	CG	G
CH	H	CH	H	CH	H	CH	H
CI	I	CI	I	CI	I	CI	I
CJ	J	CJ	J	CJ	J	CJ	J
CK	K	CK	K	CK	K	CK	K
CL	L	CL	L	CL	L	CL	L
CM	M	CM	M	CM	M	CM	M
CN	N	CN	N	CN	N	CN	N
CO	O	CO	O	CO	O	CO	O
CP	P	CP	P	CP	P	CP	P
CQ	Q	CQ	Q	CQ	Q	CQ	Q
CR	R	CR	R	CR	R	CR	R
CS	S	CS	S	CS	S	CS	S
CT	T	CT	T	CT	T	CT	T
CU	U	CU	U	CU	U	CU	U
CV	V	CV	V	CV	V	CV	V
CW	W	CW	W	CW	W	CW	W
CX	X	CX	X	CX	X	CX	X
CY	Y	CY	Y	CY	Y	CY	Y
CZ	Z	CZ	Z	CZ	Z	CZ	Z
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

11. AGE		12. CURRENT EMPLOYMENT STATUS		13. HIGHEST YEAR OF EDUCATION	
BELOW 18	18-25	EMPLOYED IN FIELD OR RELATED OTHER EMPLOYMENT	EMPLOYED IN FIELD OR RELATED OTHER EMPLOYMENT	BELOW 8	8
26-50	ABOVE 50	UNEMPLOYED, SEEKING WORK	UNEMPLOYED, SEEKING WORK	9	9
		UNEMPLOYED, NOT SEEKING WORK	UNEMPLOYED, NOT SEEKING WORK	10	10
		HOME MAKER	HOME MAKER	11	11
				12	12

14. DIV. CODE		15. HOME DIV. CODE		16. O.E. CODE	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

17. START/END DATE OF YOUR PROGRAM		18. FOR INSTRUCTORS ONLY	
START	END	A. YES	C. YES
JAN 70	JAN 70	YES	YES
FEB 71	FEB 71	NO	NO
MAR 72	MAR 72	YES	YES
APR 73	APR 73	NO	NO
MAY 74	MAY 74	YES	YES
JUN 75	JUN 75	NO	NO
JUL 76	JUL 76	YES	YES
AUG 77	AUG 77	NO	NO
SEP 78	SEP 78	YES	YES
OCT 79	OCT 79	NO	NO
NOV 80	NOV 80	YES	YES
DEC 81	DEC 81	NO	NO

19. SOCIAL SECURITY NUMBER		20. ZIP CODE	
0000000000	0000000000	00000	00000
0000000001	0000000001	00001	00001
0000000002	0000000002	00002	00002
0000000003	0000000003	00003	00003
0000000004	0000000004	00004	00004
0000000005	0000000005	00005	00005
0000000006	0000000006	00006	00006
0000000007			

SAMPLE MARKS				
	0	2	4	6
USE A NUMBER	0	0	0	0
2 PENCIL ONLY	1	1	1	1
DO NOT FOLD	2	2	2	2
OR STAPLE	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6

DIRECTIONS FOR STUDENTS REPORT FORM 5.2A

Virginia Vocational Education Adult Enrollment Form

- A. Use No. 2 pencils. Any errors should be erased completely. Please do not make any unnecessary marks. Do not use ball point pen.
- B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.
- C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 5.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.2B
For Non-Reimbursed Programs

1. TEACHER'S NAME

2. LOCATION

3. LAST NAME - FIRST NAME - MIDDLE INITIAL	
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

4. STREET ADDRESS: P.O. BOX; OR ROUTE & BOX	
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

5. CITY, TOWN, OR POST OFFICE	
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

6. STATE	
VA	NC
DC	PA
KY	WV
MO	

7. ZIP CODE	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

8. PHONE NUMBER	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

9. SOCIAL SECURITY NUMBER	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

11. AGE	
BELOW 18	
18-25	
26-50	
ABOVE 50	

12. CURRENT EMPLOYMENT STATUS	
EMPLOYED IN FIELD OR RELATED	
OTHER EMPLOYMENT	
UNEMPLOYED, SEEKING WORK	
UNEMPLOYED, NOT SEEKING WORK	
HOME MAKER	

13. HIGHEST YEAR OF EDUCATION	
BELOW 8	13
8	14
9	15
10	16
11	ABOVE 16
12	

10. SEX	
MALE	
FEMALE	

18. FOR INSTRUCTORS ONLY	
A. YES	C. YES
NO	NO
B. YES	D. YES
NO	NO

17. START/END DATE OF YOUR PROGRAM	
START	END
JAN 70	JAN 70
FEB 71	FEB 71
MAR 72	MAR 72
APR 73	APR 73
MAY 74	MAY 74
JUN 75	JUN 75
JUL 76	JUL 76
AUG 77	AUG 77
SEP 78	SEP 78
OCT 79	OCT 79
NOV 80	NOV 80
DEC 81	DEC 81

14. DIV. CODE	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

16. HOME DIV. CODE	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

16. O.E. CODE	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

63/64

SAMPLE MARKS				
	0	2	4	6
USE A NUMBER	0	0	0	0
2 PENCIL ONLY	1	1	1	1
DO NOT FOLD	2	2	2	2
OR STAPLE	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6

DIRECTIONS FOR STUDENTS REPORT FORM 5.2B

Virginia Vocational Education Adult Enrollment Form

- A. Use No. 2 pencils. Any errors should be erased completely. ~~Please~~ do not make any unnecessary marks. Do not use ball point pen.
- B. Where boxes are provided, write information in the boxes (one letter or number to a box), then blacken the letter or number below which matches each letter or number in the box. Make long straight marks as shown in the example. Do not make dots or circles. Do not extend a mark into an adjacent column.
- C. Refer to the Virginia Vocational Education Reporting System Teacher's Guide for all VERS 5.2 Form item explanations and definitions.

Thank you for your cooperation.

Division of Vocational Education
State Department of Education
Richmond, Virginia 23216

APPENDIX A

O. E. CODESAGRICULTURE PROGRAMS

010100 Agric Production
 010200 Agric Sup/Service
 010300 Agric Mach/Service
 010400 Agric Products
 010500 Ornamental Hort
 010600 Agric Resources
 010700 Forestry
 019999 Explor or Orientation
 019900 Agric Science & Mech

DISTRIBUTION PROGRAMS

040100 Advertising Serv
 040200 Apparel & Acces
 040300 Automotive
 040400 Finance & Credit
 040500 Floristry
 040600 Food Distribution
 040700 Food Services
 040800 Gen Merchandise
 040900 Hdwe Bldg
 041000 Home Furnishings
 041100 Hotel & Lodging
 041200 Industrial Marketing
 041300 Insurance
 041400 International Trade
 041500 Personal Services
 041600 Petroleum
 041700 Real Estate
 041800 Recreation & Tourism
 041900 Transportation
 042000 Wholesaling
 049998 Radio-TV Broadcasting
 049999 Explor or Orientation
 049900 Other (Occup in DE
 coop not classified
 elsewhere)

HEALTH PROGRAMS

070101 Dental Assistant
 070102 Dent Hygienist(Asso)*
 070103 Dent Lab Tech
 070203 Med Lab Assisting
 070299 Other Med Lab Tech*
 070301 Nurse, Asso Degree*
 070302 Practical (Voc) Nurse
 070303 Nurses' Assist (Aide)
 070401 Occupational Therapy
 070402 Physical Therapy
 070501 Radiologic Technology
 070700 Environmental Health*
 070800 Mental Health Tech*
 070903 Inhalat Therapy Tech

070904 Medical Assist
 070906 Health Aide
 079999 Explor or Orientation
 079900 Other (ICT Occup not
 classified elsewhere)

HOME ECONOMICS PROGRAMSConsumer and Homemaking

090101 Homemaking I, II, III
 IV, and Family Living
 090102 Child Development
 090103 Clothing & Textiles
 090104 Consumer Education
 090106 Family Relations
 090107 Food & Nutrition
 090108 Home Management
 090109 Housing & Home Furnish
 090999 Explor or Orientation
 090199 Home Economics--
 Adapted-Disadvantaged

OccupationalHome Economics

090201 Child Care Services
 090202 Clothing Services
 090203 Food Services
 090204 Home Furnishings
 Services
 090205 Home & Institutional
 Services
 099999 Explor or Orientation

INDUSTRIAL ARTS PROGRAMS

109999 Industrial Arts

OFFICE PROGRAMS

140100 Accounting & Computing
 140200 Bus Data Processing
 140300 Filing, Office Mach
 140400 Info, Communic Occup
 140500 Mtls Supp, Trans, Etc
 140700 Steno, Secy, & Related
 140900 Typing & Related Occup
 149999 Explor or Orientation

TRADES & INDUSTRY PROGRAMS

170100 Air Conditioning
 170200 Appliance Repair
 170301 Body & Fender
 170302 Mechanics, Auto
 170399 Other Automotive
 170400 Aviation Occup
 170500 Blueprint Reading*
 170600 Bus Mach Maint
 170700 Cml Art Occup
 170800 Cml Fishery Occup*
 170900 Cml Photog Occup
 171001 Carpentry
 171002 Electricity
 171004 Masonry
 171007 Plumb & Pipefitting
 171099 Other Constr & Main
 171100 Custodial Serv
 171200 Diesel Mech
 171300 Drafting Occup
 171400 Elec Occup
 171500 Electronic Occup
 171600 Fabric Maint Serv
 171700 Foremanship Super
 & Mgt Devel
 171900 Graphics Arts Occup
 172000 Ind Atomic Energy*
 172100 Instr Maint & Repair
 172200 Maritime Occup
 172300 Metalworking Occup
 172400 Metall Occupations*
 172601 Barbering
 172602 Cosmetology
 172699 Other Personal Serv
 172801 Fireman Training
 172802 Law Enforcement Trg
 172899 Other Public Serv
 172900 Qty Food Occup
 173000 Refrigeration
 173100 Small Eng Repair
 173200 Stationary Energy
 Sources Occupation*
 173300 Textile Prod & Fab
 173500 Upholstering
 173600 Woodworking Occup
 179999 Explor or Orientation
 179900 Other (ICT Occup not
 classified elsewhere)

*Adult programs only

APPENDIX B

VOCATIONAL EDUCATION COURSE CODES
 VIRGINIA STATE DEPARTMENT OF EDUCATION
 TEACHER'S DAILY ASSIGNMENT CODES LIST 1974-75

AGRICULTURE COURSESBUSINESS EDUCATION COURSES

*8002 Exploratory Agriculture Grade 6
 *8003 Exploratory Agriculture Grade 7
 *8004 Exploratory Agriculture Grade 8
 8006 Agricultural Science &
 Mechanics I
 8008 Agricultural Science &
 Mechanics II
 8010 Agricultural Production III
 8012 Agricultural Production IV
 8014 Agricultural Production V
 8016 Agricultural Machinery
 Services III
 8018 Agricultural Machinery
 Services IV
 8020 Agricultural Machinery
 Services V
 8022 Agricultural Business III
 8024 Agricultural Business IV
 8028 Agricultural Process &
 Marketing III
 8030 Agricultural Process &
 Marketing IV
 8032 Agricultural Process &
 Marketing V
 8034 Ornamental Horticulture III
 8036 Ornamental Horticulture IV
 8038 Ornamental Horticulture V
 8040 Natural Resources Management III
 8042 Natural Resources Management IV
 8044 Natural Resources Management V
 8050 Agriculture--Special Needs
 8070 General Mechanics--Special Needs
 (Disadvantaged)

*6109 Business Exploration
 *6110 General Business
 6151 Beginning Typewriting
 6154 Advanced Typewriting
 6159 Clerk Typist I Block Program
 6160 Clerk Typist II Block Program
 6211 Beginning Shorthand
 6215 Advanced Shorthand
 6250 Stenography I Block Program
 6260 Stenography II Block Program
 6311 Beginning Bookkeeping
 6315 Advanced Bookkeeping
 *6320 Accounting - Grade 12
 6330 Record Keeping I
 6332 Record Keeping II
 6340 Clerical Accounting I
 Block Program
 6350 Clerical Accounting II
 Block Program
 6410 Office & Clerical Practice
 6420 Office Procedure, Double Period
 6500 Vocational Office Training
 6640 Business Data Processing I
 Block Program
 6650 Business Data Processing II
 Block Program
 6660 Reprographics I
 Block Program
 6670 Reprographics II
 Block Program
 6710 Filing Occupations I
 6720 Filing Occupations II
 6730 Medical Office Procedures
 6735 Legal Office Procedures
 6740 Office Services I--Disadvantaged
 6741 Office Services II--Disadvantaged
 6742 Office Services III--Disadvantaged

*Exploratory or orientation courses

DISTRIBUTIVE EDUCATION COURSES

- *8104 Education for Employment Grade 7
- *8106 Education for Employment Grade 8
- *8108 Education for Employment Grade 9
- *8110 DE I Preparatory Grade 10
- 8120 DE II Coop Grade 11
- 8130 DE III Coop Grade 12
- 8132 Marketing I Grade 11
- 8134 Marketing II Grade 12
- 8136 Senior Marketing Grade 12
- 8140 DE II Coop Disadvantaged
- 8141 DE III Coop Disadvantaged
- *8142 Food Distribution Grade 12
- *8144 Fashion Merchandising Grade 12
- *8146 Hotel/Motel Management Grade 12
- *8148 Petroleum Marketing Grade 12
- *8157 Education for Employment Grade 7 Disadvantaged
- *8158 Education for Employment Grade 8 Disadvantaged
- *8159 Education for Employment Grade 9 Disadvantaged
- *8161 Radio & TV Broadcasting I
- *8162 Radio & TV Broadcasting II

HOME ECONOMICS COURSESNon-Sequential Offerings

- *8205 Homemaking Grade 6 - 18 Weeks
- *8206 Homemaking Grade 7 - 18 Weeks
- *8207 Homemaking Grade 7 -
Less than 18 Weeks
- *8208 Homemaking Grade 7 - 36 Weeks
- *8210 Homemaking Grade 8 - 18 Weeks
- 8220 Home Economics - Adapted -
Disadvantaged
- *8221. Home Economics - Occupational -
Explor or Orientation
- 8270 Homemaking - Family Living (HE V)

Sequential Offerings in Consumer and Homemaking

- 8230 Homemaking I
- 8240 Homemaking II
- 8250 Homemaking III
- 8260 Homemaking IV

Specialized Areas in Consumer and Homemaking

- **8241 Clothing I
- **8242 Clothing II
- **8246 Foods I
- **8247 Foods II
- 8284 HE - Child Development
- 8274 HE - Clothing Management
- 8271 HE - Consumer Economics - Home Management
- 8273 HE - Food Management
- 8297 HE - Home Furnishings & Housing
- 8272 HE - Marriage & the Family

Occupational Offerings

- 8285 HE - Child Care Occupations I
- 8286 HE - Child Care Occupations II
- 8280 HE - Clothing Occupations I
- 8281 HE - Clothing Occupations II
- 8275 HE - Food Occupations I
- 8276 HE - Food Occupations II
- 8290 HE - Home & Institutional Occupations I
- 8291 HE - Home & Institutional Occupations II
- 8295 HE - Home Furnishings Occupations I
- 8296 HE - Home Furnishings Occupations II

INDUSTRIAL ARTS COURSES

- *8415 The World of Communications
- *8425 The World of Manufacturing
- *8431 The World of Construction
- *8445 The World of Transportation
- *8461 Exploring Technology
- *8462 Modern Industry and Technology
- *8463 American Industry

ACROSS-THE-BOARD COURSES***(Special Projects)

- 9010 Work Instruction Program for Fourteen and Fifteen Year Old Students
- 9020 Cooperative Program I for Former Dropouts and Potential Dropouts
- 9030 Cooperative Program II for Former Dropouts and Potential Dropouts

*Exploratory or orientation courses

**Approved only for certain school divisions on experimental basis

***The teacher will inform the student of the appropriate O.E. and course codes to use for across-the-board courses.

TRADE AND INDUSTRIAL EDUCATION COURSES

8503	Air Conditioning & Refrigeration I	8552	Plumbing II
8504	Air Conditioning & Refrigeration II	8553	Plumbing III
8505	Air Condititoning & Refrigeration III	8554	Power Mechanics I
8506	Auto Mechanics I	8555	Power Mechanics II
8507	Auto Mechanics II	8556	Power Mechanics III
8508	Auto Mechanics III	8557	Practical Nursing I
8509	Barbering I	8558	Practical Nursing II
8510	Barbering II	8559	Practical Nursing III
8511	Barbering III	8560	Nurses' Aide
8512	Bricklaying I	8561	Health Assistant Cluster
8513	Bricklaying II	8570	Commercial Art I
8514	Bricklaying III	8571	Commercial Art II
8515	Building Trades I	8572	Commercial Art III
8516	Building Trades II	8575	Industrial Maintenance Mechanics I
8517	Building Trades III	8576	Industrial Maintenance Mechanics II
8518	Carpentry--Cabinetmaking I	8577	Industrial Maintenance Mechanics III
8519	Carpentry--Cabinetmaking II		
8520	Carpentry--Cabinetmaking III		
8521	Commercial Foods I	8580	Mine Machinery Repair I
8522	Commercial Foods II	8581	Mine Machinery Repair II
8523	Commercial Foods III	8582	Mine Machinery Repair III
8524	Commercial Sewing I	8660	Printing I
8525	Commercial Sewing II	8661	Printing II
8526	Commercial Sewing III	8662	Printing III
8527	Cosmetology I	8663	Sheet Metal I
8528	Cosmetology II	8664	Sheet Metal II
8529	Cosmetology III	8665	Sheet Metal III
8530	Drafting I	8666	Shoe Repairing I
8531	Drafting II	8667	Shoe Repairing II
8532	Drafting III	8668	Shoe Repairing III
8533	Electricity I	8669	Tailoring I
8534	Electricity II	8670	Tailoring II
8535	Electricity III	8671	Tailoring III
8536	Electronics I	8672	Welding I
8537	Electronics II	8673	Welding II
8538	Electronics III	8674	Welding III
8539	Machine Shop I	8676	Auto Body Repair I
8540	Machine Shop II	8677	Auto Body Repair II
8541	Machine Shop III	8678	Auto Body Repair III
8542	Maintenance and Repair I	8679	Diesel Mechanics
8543	Maintenance and Repair II	*8701	Industrial Career Orientation I
8544	Maintenance and Repair III	*8702	Industrial Career Exploration I
8545	Medical Assistants I	*8703	Industrial Career Orientation II
8546	Medical Assistants II	*8704	Industrial Career Exploration II
8547	Medical Assistants III	8901	Industrial Cooperative Training I
8548	Metal Trades I	8902	Industrial Cooperative Training II
8549	Metal Trades II	8905	Industrial Work Experience
8550	Metal Trades III		
8551	Plumbing I		

*Exploratory or orientation courses

APPENDIX C
DIVISION CODES

COUNTIESCITIES

ACCOMACK	001	KING & QUEEN	049
ALBEMARLE	002	KING WILLIAM	050
ALLEGHANY	003	LANCASTER	051
AMELIA	004	LEE	052
AMHERST	005	LOUDOUN	053
APPOMATTOX	006	LOUISA	054
ARLINGTON	007	LUNENBURG	055
AUGUSTA	008	MADISON	056
BATH	009	MATHEWS	057
BEDFORD	010	MECKLENBURG	058
BLAND	011	MIDDLESEX	059
BOTETOURT	012	MONTGOMERY	060
BRUNSWICK	013	NELSON	062
BUCHANAN	014	NEW KENT	063
BUCKINGHAM	015	NORTHAMPTON	065
CAMPBELL	016	NORTHUMBERLAND	066
CAROLINE	017	NOTTOWAY	067
CARROLL	018	ORANGE	068
CHARLES CITY	019	PAGE	069
CHARLOTTE	020	PATRICK	070
CHESTERFIELD	021	PITTSYLVANIA	071
CLARKE	022	POWHATAN	072
CRAIG	023	PRINCE EDWARD	073
CULPEPER	024	PRINCE GEORGE	074
CUMBERLAND	025	PRINCE WILLIAM	075
DICKENSON	026	PULASKI	077
DINWIDDIE	027	RAPPAHANNOCK	078
ESSEX	028	RICHMOND	079
FAIRFAX	029	ROANOKE	080
FAUQUIER	030	ROCKBRIDGE	081
FLOYD	031	ROCKINGHAM	082
FLUVANNA	032	RUSSELL	083
FRANKLIN	033	SCOTT	084
FREDERICK	034	SHENANDOAH	085
GILES	035	SMYTH	086
GLOUCESTER	036	SOUTHAMPTON	087
GOOCHLAND	037	SPOTSYLVANIA	088
GRAYSON	038	STAFFORD	089
GREENE	039	SURRY	090
GREENSVILLE	040	SUSSEX	091
HALIFAX	041	TAZEWELL	092
HANOVER	042	WARREN	093
HENRICO	043	WASHINGTON	094
HENRY	044	WESTMORELAND	095
HIGHLAND	045	WISE	096
ISLE OF WIGHT	046	WYTHE	097
JAMES CITY CO.	047	YORK	098
KING GEORGE	048		

ALEXANDRIA	101
BEDFORD	140
BRISTOL	102
BUENA VISTA	103
CHARLOTTESVILLE	104
CHESAPEAKE	136
CLIFTON FORGE	105
COLONIAL HEIGHTS	106
COVINGTON	107
DANVILLE	108
EMPORIA	138
FAIRFAX	134
FALLS CHURCH	109
FRANKLIN	135
FREDERICKSBURG	110
GALAX	111
HAMPTON	112
HARRISONBURG	113
HOPEWELL	114
LEXINGTON	137
LYNCHBURG	115
MARTINSVILLE	116
NEWPORT NEWS	117
NORFOLK	118
NORTON	119
PETERSBURG	120
PORTSMOUTH	121
RADFORD	122
RICHMOND	123
ROANOKE	124
SALEM	139
SOUTH BOSTON	133
STAUNTON	126
SUFFOLK	127
VIRGINIA BEACH	128
WAYNESBORO	130
WILLIAMSBURG	131
WINCHESTER	132

TOWNS

CAPE CHARLES	201
COLONIAL BEACH	202
FRIES	203
POQUOSON	205
SALTVILLE	206
WEST POINT	207

SPECIAL ADULT DIVISION CODES

For purposes of VERS reporting, use the following division codes for the corresponding institutions where adult vocational education courses are taught:

Community Colleges

- 820 Blue Ridge Community College
- 821 Central Virginia Community College
- 822 Dabney S. Lancaster Community College
- 823 Danville Community College
- 824 Eastern Shore Community College
- 825 Germanna Community College
- 826 John Tyler Community College
- 827 Lord Fairfax Community College
- 828 Mountain Empire Community College
- 829 New River Community College
- 830 Northern Virginia Community College
- 831 Patrick Henry Community College
- 832 Paul D. Camp Community College
- 833 Piedmont Community College
- 834 Rappahannock Community College
- 835 J. Sargeant Reynolds Community College
- 836 Southside Virginia Community College
- 837 Thomas Nelson Community College
- 838 Tidewater Community College
- 839 Virginia Highlands Community College
- 840 Virginia Western Community College
- 841 Wytheville Community College
- 842 Southwest Virginia Community College

State Agencies

- 903 State Police Administration Headquarters

Adult Correctional Institutions

- 980 Bland Correctional Farm
- 981 Virginia State Penitentiary
- 982 Virginia State Farm for Men
- 983 Southampton Farm
- 984 Virginia State Industrial Farm for Women (Goochland)
- 985 Prince George Federal Reformatory
- 986 Wise Correctional Unit at Coeburn, Virginia

Institutions for the Handicapped

- 940 Children's Rehabilitation Center
- 941 Lynchburg Training School and Hospital
- 943 Petersburg Training School
- 944 Reception and Training School
- 945 Virginia School at Hampton
- 946 Virginia School at Staunton
- 947 Woodrow Wilson Rehabilitation Center
- 948 Virginia Treatment Center
- 949 DeJarnette Center

Colleges and Universities

- 870 Longwood College
- 871 Madison College
- 872 George Mason College
- 873 Medical College of Virginia
- 874 Christopher Newport College
- 875 Norfolk State College
- 876 Old Dominion University
- 877 Radford College
- 878 Richard Bland College
- 879 University of Virginia
- 880 Clinch Valley College
- 881 Virginia Commonwealth University
- 882 Virginia Military Institute
- 883 Virginia Polytechnic Institute
- 884 Virginia State College
- 885 College of William and Mary
- 886 Mary Washington College

APPENDIX C
1975 TEACHER'S GUIDE

VIRGINIA

**VOCATIONAL EDUCATION
REPORTING SYSTEM**

(REVISED)

1975

TEACHER'S GUIDE

**Vocational Education Management Information System Project
Division of Vocational and Technical Education
College of Education**

**Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061**

and

**Division of Vocational Education and
Division of Educational Research and Statistics
State Department of Education
Richmond, Virginia 23216**

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VIRGINIA VOCATIONAL EDUCATION REPORTING SYSTEM

Introduction

The Vocational Education Reporting System (VERS) has been extensively revised from previous years. The revisions were made to correct some deficiencies in the system and to conserve human and material resources. The major revisions are:

1. Teachers provide class summary enrollment data instead of each student in a class completing an enrollment form. This change reduces the number of forms to be processed from 300,000 to about 35,000 forms.

2. Near the end of the school year, students who are completing vocational education programs and/or leaving the school, will furnish their permanent address, telephone number, social security number and other data. This change in VERS replaces the computer printout which required teachers to verify the accuracy of names, social security numbers and O.E. Codes of the students.

3. All scanning forms have been redesigned to improve accuracy in marking the forms.

The new version of the Vocational Education Reporting System was developed by the Vocational Education Management Information System for Virginia (VEMIS-V) project staff, Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University, in cooperation with the staff of the Divisions of Vocational Education and Educational Research and Statistics, State Department of Education. All data processing is done in the Division of Educational Research and Statistics, State Department of Education. The information collected through VERS will continue to be used to calculate the amount of reimbursement of Vocational Education funds to localities, to prepare U.S.O.E. reports, and to prepare planning documents to meet the Standards of Quality. Accuracy in completing the forms is very important.

Operation of VERS

The operation of the system is under the supervision of the Coordinator of Vocational Education Research and Statistical Information, State Department of Education. This person works with VERS coordinators in each school division of the State. All questions relating to forms and the system should be directed to the VERS coordinator in your school division.

Data Collection Instruments

A new mark sensing reader (NCS 7010 Optical Mark Reader System) obtained by the State Division of Educational Research and Statistics requires new forms and new methods of marking forms. Please destroy all forms you may have from the past school year. You are requested to read the following Marking Instructions carefully!

Use #2 pencil, do not use ink or ball point pen.
Make heavy black marks that fill the circle completely.
Erase completely any changes.
Make no stray marks.

Examples of CORRECT marks



Examples of INCORRECT marks



Eight data collection instruments are used in VERS: Virginia Vocational Education Class Enrollment Form, VERS 1.3; Virginia Vocational Education Adult Enrollment Form, VERS 2.3A and 2.3B; Virginia Vocational Education Student Completion Form, VERS 3.2; Virginia Vocational Education Follow-Up Form, VERS 4.3; Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.3A and 5.3B and the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.2.

Virginia Vocational Education Class Enrollment Form, VERS 1.3

This enrollment form is designed to obtain information about vocational students and vocational programs. Information from this form will be used for funding of vocational education programs. You will receive copies of the form from the Virginia Vocational Education Reporting System coordinator in your school or school division. One form should be completed for each section of a vocational course you teach on September 30 and returned immediately to your VERS coordinator. The forms are due in the State Office by October 15. For students enrolled in approved 18 week courses, forms should be completed at the beginning of the second semester and sent to the State Office by March 1. (For Home Economics 8207 - an approved course of less than 18 weeks - a form should be completed at the beginning of each course and sent to the State Office immediately.) Do not send in forms for any other courses which are less than 18 weeks.

Virginia Vocational Education Adult Enrollment Form, VERS 2.3A and 2.3B

The VERS 2.3A form (red color) is used to collect summary enrollment information about students in reimbursed adult vocational programs. Information from this form will be used for funding of adult vocational education programs. It will be sent by the appropriate state supervisor to the individual in each school division designated to handle reimbursement for adult vocational programs. This individual will distribute copies to you for completion at the conclusion of each adult course. The completed forms will then be collected by the same individual and mailed to the state supervisor of the vocational service in which the course was offered.

The VERS 2.3B form (aqua color) will be distributed by the VERS coordinator to those of you who are teaching vocational education courses which are not reimbursed by state vocational education funds. Do not complete the forms for adult classes that are not considered vocational education. The VERS coordinator will collect and mail the completed forms for non-reimbursed courses to the Coordinator of Vocational Education Research and Statistical Information.

Virginia Vocational Education Student Completion Form, VERS 3.2

The VERS 3.2 is an individual student form designed to collect information necessary for conducting a follow-up of former students of high school vocational education programs. The form is to be completed on or about May 1 and returned to your local VERS Coordinator immediately. Included in this guide is a complete script for your use in explaining the form to your students.

Virginia Vocational Education Follow-Up Forms, VERS 4.3 and 6.2

The secondary students to be followed-up will be identified on the basis of the VERS 3.2 forms. They will complete the Virginia Vocational Education Follow-Up Form, VERS 4.3. Information from the VERS 5.3A and 5.3B forms will be used to identify the adult preparatory students to be followed-up. The adult students will complete the Virginia Vocational Education Follow-Up Form for Adult Preparatory Completions, VERS 6.2. The follow-ups will be conducted directly with the former students, thus relieving you of the responsibility of following up students for reporting purposes. Explanations of these forms are not included in this guide. (See Appendix C.)

Virginia Vocational Education Adult Preparatory Student Completion Form, VERS 5.3A and 5.3B

The adult preparatory student completion forms are designed to collect individual data about students who have fulfilled the requirements for completion of adult preparatory programs. These data are collected in order that a follow-up may be conducted directly with the former adult students. The VERS 5.3A form (brown color) is for students completing reimbursed adult preparatory programs. The VERS 5.3B form (purple color) is for students completing adult preparatory programs not reimbursed by state vocational education funds. A complete script is included in this guide for your use in explaining the forms to your students.

VERS 5.3A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.3A (brown color) is to be completed by students as they conclude a reimbursed adult preparatory program. You should obtain copies of the form from the individual designated to handle reimbursement for adult vocational education programs in your school division. After the student completes the form, return it to State Supervisor of the respective vocational service.

VERS 5.3B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.3B (purple color) is to be completed by students as they conclude a non-reimbursed adult preparatory program. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the State Coordinator of Vocational Education Research and Statistical Information.

IMPORTANT

BEFORE YOU START WORKING ON

ANY OF THESE REPORTS READ THE

SPECIFIC INSTRUCTIONS CAREFULLY.

VIRGINIA VOCATIONAL EDUCATION
CLASS ENROLLMENT FORM, VERS 1.3

INSTRUCTIONS FOR TEACHERS

1. This form is to be completed on September 30 and submitted to your school or division VERS coordinator immediately. The forms should be in the State Office on or before October 15 for students enrolled as of September 30, and on or before March 1 for second semester courses.
2. A form should be completed for each approved vocational education class you teach. This is a change from the individual student form used in past years. All approved vocational courses are listed in Appendix A of this guide. Only those courses should be reported.
3. Use a #2 pencil in filling out the form. Completely fill in the correct circles. Do not extend marks outside the circles.
4. Listings of special codes which you will need are included in the Appendices of this guide.

Appendix A: O.E. Codes (U. S. Office of Education Codes) and Vocational Education Course Codes

Appendix B: Division Codes

5. The form VERS 1.3 should be completed for all sections of all approved courses, except as follows:
 - a. Business Education:
 1. General Business - Only 9th grade general business students will be reported. These students will be reported under orientation and exploration O.E. Code 149999.
 2. Typewriting I - Typewriting I will be reported only for those students in the 10th grade who either have had general business in the 9th grade or are taking both Typewriting I and General Business in the 10th grade. Although the students may be reported by one of several occupational objectives as they progress in the program, a student in Typing I in the 10th grade will be reported by the typing and related occupations, O. E. Code 150900.
 - b. Industrial Arts: The form should be completed only for those courses listed on the Vocational Education Course Codes list in Appendix A of this guide.

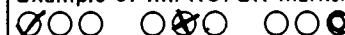
VIRGINIA VOCATIONAL EDUCATION CLASS ENROLLMENT FORM VERS 1.3

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks:



Example of IMPROPER marks:



4. TEACHER'S SOCIAL SECURITY NUMBER										5 DIV CODE			6 SCHOOL CODE				7. COURSE CODE				8 Course Length	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5		
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7		
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8		
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9		

9. No. of Periods		10. Period Length		11 Male		12. Female		13. Disad.		14. Handi		15. Cau		16 Black		17. Other		18 Grade 8/below		19 Grade 9/above	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	

20. Co-op 2 periods		21. Co-op 3 periods		22. Is this a special class for handi-capped students? <input type="radio"/> YES <input type="radio"/> NO	24 FIRST O.E. CODE						25. Total		26. Co-op		27 Two Courses		28. Three Courses	
0	0	0	0			0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	
2	2	2	2		2	2	2	2	2	2	2	2	2	2	2	2	2	
3	3	3	3		3	3	3	3	3	3	3	3	3	3	3	3	3	
4	4	4	4		4	4	4	4	4	4	4	4	4	4	4	4	4	
5	5	5	5		5	5	5	5	5	5	5	5	5	5	5	5	5	
6	6	6	6		6	6	6	6	6	6	6	6	6	6	6	6	6	
7	7	7	7		7	7	7	7	7	7	7	7	7	7	7	7	7	
8	8	8	8		8	8	8	8	8	8	8	8	8	8	8	8	8	
9	9	9	9		9	9	9	9	9	9	9	9	9	9	9	9	9	

23. A. Is this a special class for disadvantaged students? <input type="radio"/> YES <input type="radio"/> NO B. If 'YES,' give source of funding. <input type="radio"/> PART B <input type="radio"/> PART 102B <input type="radio"/> PART G						29. SECOND O.E. CODE						30. Total		31. Co-op		32. Two Courses		33 Three Courses	
						0	0	0	0	0	0	0	0	0	0	0	0		
						1	1	1	1	1	1	1	1	1	1	1	1		
						2	2	2	2	2	2	2	2	2	2	2	2		
						3	3	3	3	3	3	3	3	3	3	3	3		
						4	4	4	4	4	4	4	4	4	4	4	4		
						5	5	5	5	5	5	5	5	5	5	5	5		
						6	6	6	6	6	6	6	6	6	6	6	6		
						7	7	7	7	7	7	7	7	7	7	7	7		
						8	8	8	8	8	8	8	8	8	8	8	8		
						9	9	9	9	9	9	9	9	9	9	9	9		

SCHOOL NAME

2

COURSE TITLE

3

TEACHER'S NAME

34. THIRD O.E. CODE						35. Total		36. Co-op		37. Two Courses		38. Three Courses	
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9

39. FOURTH O.E. CODE						40. Total		41. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

42. FIFTH O.E. CODE						43. Total		44. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

45. SIXTH O.E. CODE						46. Total		47. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

48. SEVENTH O.E. CODE						49. Total		50. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

51. EIGHTH O.E. CODE						52. Total		53. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

54. NINTH O.E. CODE						55. Total		56. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

57. TENTH O.E. CODE						58. Total		59. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

60. ELEVENTH O.E. CODE						61. Total		62. Co-op	
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

SPECIFIC INSTRUCTIONS FOR COMPLETING VERS 1.3

Item 1 - School Name

Write in the name of this school.

Item 2 - Course Title

Refer to Appendix A. Write in name of course as it is given in the list of Virginia Vocational Education Course Codes. Make note of the course number for use in item 7.

Item 3 - Teacher's Name

Write in the name of the instructor for this section.

Item 4 - Teacher's Social Security Number

Enter in the boxes the social security number of the instructor whose name appears in item 3. Blacken in the proper circle below each number.

Item 5 - Division Code

Obtain the division code from the list of Division Codes included as Appendix B of this guide.

Item 6 - School Code

Obtain the school code from your VERS coordinator. The VERS Coordinator will receive the state list of school codes for the correct school year.

Item 7 - Course Code

Obtain the course number from the list of Virginia Vocational Education Course Codes as given in Appendix A of this guide. This number must correspond to the course name given in item 2. Use only the codes given in Appendix A.

Item 8 - Course Length

Enter the total number of weeks this course meets during the school year. The total number of weeks should not exceed a maximum of 36 weeks.

Item 9 - Number of Periods

Enter the total number of class periods this course meets each day for regular class instruction. The number of periods released from school for co-op on-the-job training will be entered in items 20 and 21.

Note: If the vocational education courses you teach have modular scheduling, you should equate the average number of modules each class is offered daily, based on a five-day school week, and the average length of each class module in minutes, then complete Items 9 and 10 for vocational education students in modular scheduling.

Example 1:

A group of students is enrolled in an approved vocational education program for three 30-minute modules on Monday, Wednesday, and Friday of each week throughout the 36-week school year. These classes do not meet on Tuesday and Thursday.

In order to complete Items 9 and 10 for the approved class of students, multiply the number of modules (3) offered daily, times the length of each module in minutes (30), times the number of days the class is offered each week (3), and divide by the number of school days per week (5) to get the average number of minutes daily.

$$\begin{aligned} 3 \times 30 \times 3 \div 5 \\ 270 \div 5 = 54 \text{ minutes per day} \end{aligned}$$

Since a class period for vocational classes is defined as being a minimum of 53 minutes of instruction, including reasonable time to change classes, Item 9 and 10 should be completed as follows:

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 54

Example 2:

A group of students is enrolled in an approved vocational education program for three 20-minute modules five days per week throughout the 36-week school year. Use the same procedure as in Example 1:

$$\begin{aligned} 3 \times 20 \times 5 \div 5 \\ 300 \div 5 = 60 \text{ minutes per day} \end{aligned}$$

Item 9 - Number of periods daily = 1
Item 10 - Length of period in minutes = 60

Item 10 - Length of Period

Enter the length of each class period in minutes.

Item 11-12 - Sex

Indicate the total number of males and females in this class.

Item 13 - Disadvantaged

Enter the number of students in this class who are considered to be disadvantaged. The definition of disadvantaged is: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational program or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Item 14 - Handicapped

Enter the number of students in this class who are considered to be handicapped. The definition of handicapped is: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

Item 15 - Caucasians or White Students

Enter the number of students in this class who are Caucasians or White. Teachers should use their best judgment in making this determination.

Item 16 - Black Students

Enter the number of students in this class who are Africian or Negroid origin.

Item 17 - Other Students

Enter the number of students in the class who are of an ethnic origin other than Caucasian or Black.

Item 18 - Grade 8 or Below

Enter the number of students in this class who are in the eighth grade or below. This is the student's actual grade and not the grade for which this course is normally offered.

Item 19 - Grade 9 or Above

Enter the number of students in this class who are in the ninth grade or above. This is the student's actual grade and not the grade for which this course is normally offered.

Item 20 - Co-op - Two Periods

Enter the number of co-op students who are released from school two periods for on-the-job training. (The number of periods of in-school related instructions for co-op students is entered in item 9.)

Item 21 - Co-op - Three Periods

Enter the number of co-op students who are released from school three periods daily for on-the-job training.

Item 22 - Special Class for Handicapped

Is this a class specially designed for handicapped students? (see definition under item 14)

Item 23 - Special Class for Disadvantaged

- A. Is this a class specially designed for disadvantaged students? (see definition under item 13)
- B. If "yes", indicate whether the type of funding is Part B, Part 102B, or Part G. This information is given on the approved application received by the project director. If you do not have this information, check with your vocational director or your division superintendent's office.

The form provides for reporting a maximum of eleven different O.E. Codes for a class. Report each student in the most appropriate O.E. Code. Use no more than eleven codes for any one class. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a class form should be within the same vocational service.

Item 24 - First O.E. Code - Largest Enrollment

Enter the first O.E. Code of students enrolled in this class.

Item 25 - Indicate the total number of students for this code.

Item 26 - Indicate the number of coop students for this code.

Item 27 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.

Item 28 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 29 - Second O.E. Code - Second Largest Enrollment

If there is a second O.E. Code represented in this class, enter it in item 29.

Item 30 - Indicate the total number of students for this code.

Item 31 - Indicate the number of coop students for this code.

Item 32 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.

Item 33 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 34 - Third O.E. Code - Third Largest Enrollment

If there is a third O.E. Code represented in this class enter it in item 34.

Item 35 - Indicate the total number of students for this code.

Item 36 - Indicate the number of coop students for this code.

Item 37 - Indicate the number of students in this O.E. Code who are enrolled in two courses (including this course) in this vocational service.

Item 38 - Indicate the number of students in this O.E. Code who are enrolled in three courses (including this course) in this vocational service.

Item 39 - Fourth O.E. Code - Fourth Largest Enrollment

If there is a fourth O.E. Code represented in this class enter it in item 39.

Item 40 - Indicate the total number of students for this code.

Item 41 - Indicate the number of coop students for this code.

Item 42 - Fifth O.E. Code - Fifth Largest Enrollment

If there is a fifth O.E. Code represented in this class enter it in item 42.

Item 43 - Indicate the total number of students for this code.

Item 44 - Indicate the number of coop students for this code.

Item 45 - Sixth O.E. Code - Sixth Largest Enrollment

If there is a sixth O.E. Code represented in this class enter it in item 45.

Item 46 - Indicate the total number of students for this code.

Item 47 - Indicate the number of coop students for this code.

Item 48 - Seventh O.E. Code - Seventh Largest Enrollment

If there is a seventh O.E. Code represented in this class enter it in item 48.

Item 49 - Indicate the total number of students for this code.

Item 50 - Indicate the number of coop students for this code.

Item 51 - Eighth O.E. Code - Eighth Largest Enrollment

If there is an eighth O.E. Code represented in this class enter it in item 51.

Item 52 - Indicate the total number of students for this code.

Item 53 - Indicate the number of coop students for this code.

Item 54 - Ninth O.E. Code - Ninth Largest Enrollment

If there is a ninth O.E. Code represented in this class enter it in item 54.

Item 55 - Indicate the total number of students for this code.

Item 56 - Indicate the number of coop students for this code.

Item 57 - Tenth O.E. Code - Tenth Largest Enrollment

If there is a tenth O.E. Code represented in this class enter it in item 57.

Item 58 - Indicate the total number of students for this code.

Item 59 - Indicate the number of coop students for this code.

Item 60 - Eleventh O.E. Code - The remainder of the enrollment identified with the most appropriate one O.E. Code.

If there is a eleventh O.E. Code represented in this class enter it in item 60.

Item 61 - Indicate the total number of students for this code.

Item 62 - Indicate the number of coop students for this code.

This completes the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column. Be sure the form is filled in correctly. Incorrect forms may prevent your school division from receiving the correct reimbursement.

Return this form along with the forms from the other sections of courses you teach to your VERS coordinator in your school or school division.

VIRGINIA VOCATIONAL EDUCATION
ADULT ENROLLMENT FORM - VERS 2.3A and 2.3B

INSTRUCTIONS FOR TEACHERS

The Virginia Vocational Education Adult Enrollment Form is used to collect summary enrollment information about students in adult vocational education programs. Two variations of the form, VERS 2.3A (red color) and VERS 2.3B (aqua color), are used to collect the required enrollment data.

Reimbursed Adult Vocational Education Programs - VERS 2.3A

The form, VERS 2.3A (red color), is used for adult vocational education courses for which the preliminary applications for reimbursement have been approved by the appropriate state supervisor. The individual in each school division designated to handle reimbursement for adult vocational programs will receive the forms from the appropriate state supervisor and will give them to you. Information from VERS 2.3A is used for determining the amount of funds for adult vocational education programs in your school division. Errors will affect the amount of dollars coming to your school division; therefore, all items should be accurately completed. Complete and return the VERS 2.3A forms to the same person from which you received the forms at the conclusion of each course. This individual will send the completed forms along with the requests for reimbursement to the appropriate state supervisor. All forms should be in the State Office not later than June 1.

Non-reimbursed Adult Programs - VERS 2.3B

Form VERS 2.3B (aqua color) is used for adult vocational education courses which are eligible for reimbursement for state vocational funds but such funds have not been requested or approved. For example, a course provided for business or industry where the entire cost is provided by that business or industry would be reported in the VERS 2.3B form. These forms are available from your VERS Coordinator. Information from VERS 2.3B is used for reporting to the U. S. Office of Education. Accuracy is essential. Complete the VERS 2.3B forms at the conclusion of each course and return them to your local VERS coordinator. All forms should be in the State Office not later than June 1.

Instructions for Completing
VERS 2.3A and 2.3B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

A separate form is to be completed by you at the conclusion of each adult preparatory, adult supplementary and/or apprenticeship course. For purposes of these forms, a student is any person who enrolls in a course. Listed below these instructions are definitions of the adult programs.

Listed below are item by item instructions for completing both VERS 2.3A and VERS 2.3B.

VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

FORM VERS 2.3A (FOR REIMBURSED COURSES)

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks:



Example of IMPROPER marks:



5. Program Type: <input type="radio"/> Preparatory <input type="radio"/> Supplementary <input type="radio"/> Apprenticeship		6. Reason for Program Offering: <input type="radio"/> Standard Course <input type="radio"/> Requested by Local Employees <input type="radio"/> Requested by Local Employers <input type="radio"/> Requested by Adult Education Staff or Advisory Committee <input type="radio"/> Community Survey Indicated Need		7. Div. Code <table border="1"> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>			0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	8. SCHOOL CODE <table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>			0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9																																																																																																																																														
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TEACHER'S NAME

2.

DIVISION NAME

3.

COURSE NAME

4.

CLOSING DATE OF COURSE
Month / Day / Year

26. THIRD O.E. CODE						27. Males			28. Females			29. Regular			30. Disad			31. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4			
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32. FOURTH O.E. CODE						33. Males			34. Females			35. Regular			36. Disad			37. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2			
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38. FIFTH O.E. CODE						39. Males			40. Females			41. Regular			42. Disad			43. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
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44. SIXTH O.E. CODE						45. Males			46. Females			47. Regular			48. Disad			49. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
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50. SEVENTH O.E. CODE						51. Males			52. Females			53. Regular			54. Disad			55. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
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VIRGINIA VOCATIONAL EDUCATION ADULT ENROLLMENT

FORM VERS 2.3B (FOR NONREIMBURSED COURSES)

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

Example of PROPER marks:



Example of IMPROPER marks:



5. Program Type: <input type="radio"/> Preparatory <input type="radio"/> Supplementary <input type="radio"/> Apprenticeship										6. Reason for Program Offering: <input type="radio"/> Standard Course <input type="radio"/> Requested by Local Employees <input type="radio"/> Requested by Local Employers <input type="radio"/> Requested by Adult Education Staff or Advisory Committee <input type="radio"/> Community Survey Indicated Need										7. Dw. Code <table border="1"> <tr><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td></tr> </table>			0	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	8. SCHOOL CODE <table border="1"> <tr><td>0</td><td>0</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>4</td><td>4</td><td>4</td></tr> <tr><td>5</td><td>5</td><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td><td>6</td><td>6</td></tr> <tr><td>7</td><td>7</td><td>7</td><td>7</td></tr> <tr><td>8</td><td>8</td><td>8</td><td>8</td></tr> <tr><td>9</td><td>9</td><td>9</td><td>9</td></tr> </table>			0	0	0	0	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9	9	9																																																																																																																																																		
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TEACHER'S NAME

2.

DIVISION NAME

3.

COURSE NAME

4.

CLOSING DATE OF COURSE

Month

Day

Year

26. THIRD O.E. CODE						27. Males			28. Females			29. Regular			30. Disad			31. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

32. FOURTH O.E. CODE						33. Males			34. Females			35. Regular			36. Disad			37. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

38. FIFTH O.E. CODE						39. Males			40. Females			41. Regular			42. Disad			43. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

44. SIXTH O.E. CODE						45. Males			46. Females			47. Regular			48. Disad			49. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

50. SEVENTH O.E. CODE						51. Males			52. Females			53. Regular			54. Disad			55. Handicap		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

1. Teacher's Name - Enter full name of the principal class instructor or name of the coordinator where there is a series of short blocks of instructions making up the course.
2. Division Name - Enter the name of the school division where classes were taught.
3. Course Name - Give course title.
4. Closing Date of Course - Give the date of the last class meeting.
5. Program Type - Indicate whether the adult program is preparatory, supplementary, or apprenticeship. (Definitions of adult preparatory, adult supplementary, and adult apprenticeship programs are given on the next page.)
6. Reason for Course Offering - Choose the most appropriate reason for offering the course.
7. Division Code - Give three-digit code for the school division where the course was located. (Division code listed in Appendix B of this guide.)
8. School Code - If the course was located at a school, give the four-digit code for that school. If the course was not located at a school, enter the number 9999.
9. Teacher's Social Security Number - Enter the social security number of the individual named in item 1.
10. Total Sessions - Give the total number of class sessions.
11. Total Course Hours - Give the total number of instructional hours.
12. Total Employed - Give the total number of students who are known to be employed at the time this report is completed.
13. Total Unemployed - Give the total number of students who are known to be unemployed at the time this report is completed.

This form provides for reporting a maximum of seven different O.E. Codes for this course. No more than seven O.E. Codes should be used for a given course. Report the students in the most appropriate O.E. Codes. O.E. Codes are listed in Appendix A of this guide. All O.E. Codes used on a form should be within the same vocational service.

14. First O.E. Code - Give the first O.E. Code to be listed.

For items 15-19, indicate the number of students for the first O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped. (See definitions following these instructions.)

20. Second O.E. Code - If there is more than one O.E. Code, enter the second O.E. Code in item 20.

For items 21-25, indicate the number of students for the second O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

26. Third O.E. Code - If there is a third O.E. Code enter it in item 26.

For items 27-31, indicate the number of students for the third O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

32. Fourth O.E. Code - If there is a fourth O.E. Code enter it in item 32.

For items 33-37, indicate the number of students for the fourth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

38. Fifth O.E. Code - If there is a fifth O.E. Code, enter it in item 38.

For items 39-43, indicate the number of students for the fifth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

44. Sixth O.E. Code - If there is a sixth O.E. Code, enter it in item 44.

For items 45-49 indicate the number of students for the sixth O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

50. Seventh O.E. Code - If there is a seventh O.E. Code, enter it in item 50.

For items 51-55, indicate the number of students for the seventh O.E. Code who fit each of the categories: Males, Females, Regular, Disadvantaged, and Handicapped.

Definitions

Adult Preparatory Program - A program designed to provide training for persons who have already entered the labor market or are unemployed but need training or retraining in preparing for a new occupation.

Adult Supplementary Program - A program designed to provide training for persons who have already entered the labor market and need training to be updated, or upgraded to achieve stability or advancement in their current employment (consumer and homemaking classes and Young Homemakers of America are included in this classification).

Adult Apprenticeship Program - Occupational training undertaken by a trade or industry in cooperation with a public school for high school graduates only. Student works under a written agreement and is paid a graduated percentage of the journeyman wage while in training.

Regular Students - Persons who are neither disadvantaged nor handicapped.

Disadvantaged Students - Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services.

Handicapped Students - Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program.

O.E. Code - Refers to the career objective for which the student is trained. Determine the proper O.E. Code number from Appendix A of this guide.

VIRGINIA VOCATIONAL EDUCATION
STUDENT COMPLETION FORM, VERS 3.2'

The VERS 3.2 form is used to collect information from students who complete a high school vocational education program, graduate from high school or withdraw from high school with marketable skills. This information provides the basis for the follow-up of these students.

The VERS 3.2 form is an individual student form. It contains a section to be completed by the teacher and a section to be completed by the student.

INSTRUCTIONS FOR TEACHERS

1. Items 5 through 19 of this form are to be completed by students on or about May 1. Students who are absent on that day should complete the form as soon as they return to class. Items 1 through 4 will be completed by the teacher.
2. A form should be completed by each student who can be classified in one of the following five categories at the close of this school year: (See Exceptions and Definitions of Program Completions below)
 - A. Will complete a vocational program and graduate this year.
 - B. Will complete a vocational program this year, but graduate in a future year.
 - C. Completed a vocational program and withdrew from school without graduating.
 - D. Did not complete a vocational program but will graduate this year and is employed fulltime in field of training or a related field.
 - E. Withdrew from the vocational program without completing, left this school, and is employed fulltime in field of training or a related field.

Exceptions:

- a. Business Education: the form should not be completed by students who have been enrolled in only the general business or beginning typewriting courses.
- b. Consumer and Homemaking Education: the form should not be completed by students in any course which is a part of the Consumer and Homemaking Education program.
- c. Industrial Arts Education: the form should not be completed by students enrolled in Industrial Arts Education.

Definitions of Program Completion at the Secondary Level

Agricultural Education: Students completing the requirements of an approved agricultural education occupational program of three or more years duration, (May be only two years duration if taught at a vocational center that operates on the basis of three consecutive periods

of instruction daily for each course)

or

- completion of an approved senior intensified vocational education program of occupational preparation.

Business Education: Students completing a minimum of three courses in an approved business education occupational program,

or

- completion of an approved senior intensified vocational education program of occupational preparation.

Distributive Education: Students completing the requirements of an approved distributive education occupational program of one or more years duration, (Students other than Seniors should not be reported as completions if it is known that they will continue in a D. E. program the following year)

or

- completion of an approved senior intensified vocational education program of occupational preparation.

Home Economics Education

Occupational Home Economics: Students completing the requirements of an approved occupational home economics program which is one or more years duration based upon the level of competency needed for job entry,

or

- completion of an approved senior intensified vocational education program of occupational preparation.

Trade and Industrial Education: Students completing the requirements of an approved trade and industrial education program (health included) which is one or more years duration based upon the level of competency needed for job entry,

or

- completion of an approved senior intensified vocational education program of occupational preparation.

3. Write the name of the school and the name of the student (for each student who qualifies under one of the five categories in item 2 on the previous page) in the spaces provided in the upper right-hand corner of the form. This is to be done prior to the day the students are to complete the forms. If the student is no longer in the school, you should obtain the necessary information and complete the form for the student.

4. On the day before you plan to use the form, ask the students to:
 - a. bring a #2 pencil to use in filling out the form.
 - b. know the correct address and telephone number at which they can be contacted for the follow-up.
 - c. bring their social security number if they have one.
5. If some students do not have their correct address, telephone number or social security number on the day the forms are completed, keep their forms separate and have the students fill in the missing information the following day.
6. Please study the teacher's script included in this guide. It is written so that you may read it verbatim to your classes. Several items in the script contain blanks. Fill in the blanks provided in items 5 and 6 before class. Use your judgment as to the method of presentation.
7. Students enrolled in a program in another school, such as a vocational center, should use the codes for the school where the program is offered (items 5 and 6), as well as the code for their home high school division (item 7).
8. Listings of special codes which you will need are included in the Appendices of this guide.
 - . Appendix A: O.E. Codes (U.S. Office of Education Codes) and Vocational Education Course Codes
 - Appendix B: Division Codes

VIRGINIA VOCATIONAL EDUCATION STUDENT COMPLETION FORM VERS 3.2

- Use No. 2 pencil.
- Do NOT use ink or ball point pen.
- Make heavy black marks that fill the circle completely.
- Erase completely any changes.
- Make no stray marks.

READ THE INSTRUCTIONS PRINTED ON BACK OF THIS FORM.

5. Div. Code	6. School Code	7. Home Div. Code	8. O.E. Code	9. Home Telephone
0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	0 0 0 0 1 1 1 1 2 2 2 2 3 3 3 3 4 4 4 4 5 5 5 5 6 6 6 6 7 7 7 7 8 8 8 8 9 9 9 9	0 0 0 1 1 1 2 2 2 3 3 3 4 4 4 5 5 5 6 6 6 7 7 7 8 8 8 9 9 9	0 0 0 0 0 0 1 1 1 1 1 1 2 2 2 2 2 2 3 3 3 3 3 3 4 4 4 4 4 4 5 5 5 5 5 5 6 6 6 6 6 6 7 7 7 7 7 7 8 8 8 8 8 8 9 9 9 9 9 9	0 0 0 0 0 0 0 1 1 1 1 1 1 1 2 2 2 2 2 2 2 3 3 3 3 3 3 3 4 4 4 4 4 4 4 5 5 5 5 5 5 5 6 6 6 6 6 6 6 7 7 7 7 7 7 7 8 8 8 8 8 8 8 9 9 9 9 9 9 9

TEACHER ONLY

1. Status	2. Graduation	3. Co-op
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	Month Year <input type="radio"/> Jan <input type="radio"/> '75 <input type="radio"/> Feb <input type="radio"/> '76 <input type="radio"/> Mar <input type="radio"/> '77 <input type="radio"/> Apr <input type="radio"/> '78 <input type="radio"/> May <input type="radio"/> '79 <input type="radio"/> June <input type="radio"/> July <input type="radio"/> Aug <input type="radio"/> Sep <input type="radio"/> Oct <input type="radio"/> Nov <input type="radio"/> Dec	<input type="radio"/> YES <input type="radio"/> NO 4. Classification <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

Student Name:
School Name:

10. LAST NAME	FIRST NAME	MI
A A A A A A A A A A A A A A A A B B B B B B B B B B B B B B B B C C C C C C C C C C C C C C C C D D D D D D D D D D D D D D D D E E E E E E E E E E E E E E E E F F F F F F F F F F F F F F F F G G G G G G G G G G G G G G G G H H H H H H H H H H H H H H H H I I I I I I I I I I I I I I I I J J J J J J J J J J J J J J J J K K K K K K K K K K K K K K K K L L L L L L L L L L L L L L L L M M M M M M M M M M M M M M M M N N N N N N N N N N N N N N N N O O O O O O O O O O O O O O O O P P P P P P P P P P P P P P P P Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q R R R R R R R R R R R R R R R R S S S S S S S S S S S S S S S S T T T T T T T T T T T T T T T T U U U U U U U U U U U U U U U U V V V V V V V V V V V V V V V V W W W W W W W W W W W W W W W W X X X X X X X X X X X X X X X X Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z		

11. STREET ADDRESS, P.O. BOX or ROUTE No.
A A A A A A A A A A A A A A A A B B B B B B B B B B B B B B B B C C C C C C C C C C C C C C C C D D D D D D D D D D D D D D D D E E E E E E E E E E E E E E E E F F F F F F F F F F F F F F F F G G G G G G G G G G G G G G G G H H H H H H H H H H H H H H H H I I I I I I I I I I I I I I I I J J J J J J J J J J J J J J J J K K K K K K K K K K K K K K K K L L L L L L L L L L L L L L L L M M M M M M M M M M M M M M M M N N N N N N N N N N N N N N N N O O O O O O O O O O O O O O O O P P P P P P P P P P P P P P P P Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q R R R R R R R R R R R R R R R R S S S S S S S S S S S S S S S S T T T T T T T T T T T T T T T T U U U U U U U U U U U U U U U U V V V V V V V V V V V V V V V V W W W W W W W W W W W W W W W W X X X X X X X X X X X X X X X X Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

12. CITY, TOWN or POST OFFICE
A A A A A A A A A A A A A A A A B B B B B B B B B B B B B B B B C C C C C C C C C C C C C C C C D D D D D D D D D D D D D D D D E E E E E E E E E E E E E E E E F F F F F F F F F F F F F F F F G G G G G G G G G G G G G G G G H H H H H H H H H H H H H H H H I I I I I I I I I I I I I I I I J J J J J J J J J J J J J J J J K K K K K K K K K K K K K K K K L L L L L L L L L L L L L L L L M M M M M M M M M M M M M M M M N N N N N N N N N N N N N N N N O O O O O O O O O O O O O O O O P P P P P P P P P P P P P P P P Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q R R R R R R R R R R R R R R R R S S S S S S S S S S S S S S S S T T T T T T T T T T T T T T T T U U U U U U U U U U U U U U U U V V V V V V V V V V V V V V V V W W W W W W W W W W W W W W W W X X X X X X X X X X X X X X X X Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

13. STATE
<input type="radio"/> VA <input type="radio"/> DC <input type="radio"/> KY <input type="radio"/> MD <input type="radio"/> NC <input type="radio"/> TN <input type="radio"/> W Va

14. Zip Code
0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9

15. Age
0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

16. SEX
<input type="radio"/> Male <input type="radio"/> Female

17. STUDENT'S S.S. No.
0 0 0 0 0 0 0 0 0 0 0 0 0 0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 6 6 6 6 6 6 6 6 6 6 6 6 6 6 7 7 7 7 7 7 7 7 7 7 7 7 7 7 8 8 8 8 8 8 8 8 8 8 8 8 8 8 9 9 9 9 9 9 9 9 9 9 9 9 9 9

18. Ethnic Origin
<input type="radio"/> Black <input type="radio"/> Caucasian <input type="radio"/> Other
19. Last Grade Completed
<input type="radio"/> 7 or below <input type="radio"/> 8 <input type="radio"/> 11 <input type="radio"/> 9 <input type="radio"/> 12 <input type="radio"/> 10

TEACHER'S SCRIPT FOR GIVING
INSTRUCTIONS TO STUDENTS

Script type may be read to the students; regular type is instructions or explanations provided for your benefit.

Write answers to items 5, 6, 7, and 8 on chalkboard. As class begins, be sure all students have #2 pencils. Ball point pens cannot be used.

We have been asked by the State Department of Education to complete a student completion form today. This school division receives state and federal funds to help finance its vocational programs. In order for the State Department of Education in Richmond and the U. S. Office of Education in Washington, D. C. to plan and budget for vocational education, they must have certain information concerning the students enrolled in the programs throughout the state. The information you are being asked to give may be available but not necessarily in the form needed by these agencies. The information given will be kept strictly confidential. It is important that you fill out the form correctly today because the information on it will be used to contact many of you approximately six months after you graduate from high school. At that time you will receive a questionnaire asking for information such as your present job, where you work, kind of skills you are using, etc. I encourage you to complete the form when it arrives and return it. The information will be valuable for improving vocational programs in the future in this school as well as across the state.

Pass out the forms to those students whose names you have written on the forms. As you receive the form check your name on the upper right hand corner, read the brief instructions on the back of the form and notice the sample marks. Be sure to mark the form as shown. COMPLETELY BLACKEN THE CIRCLES. MAKE ONLY ONE MARK IN EACH COLUMN. DO NOT EXTEND A MARK INTO AN ADJACENT CIRCLE. If you make an error, be sure to erase it completely.

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES
ITEMS 5-19.

Instructions for completing items 1 through 4 begin on page 28 of this guide.

Item 5 - Division Code

I have written on the chalkboard the code for the division where your classes are located. Enter _____ in item 5 and blacken in the proper circle below each number. Obtain the division number from the list of Division Codes included in Appendix B of this guide. Students not familiar with this type of optical scanning form should be warned to be careful to stay within the small circles around the letters or numbers.

Item 6 - School Code

In item 6, enter _____ as shown on the board and blacken in the proper circle below each number. Obtain the school code from the VERS coordinator for your division. The VERS Coordinator will have the State list of school codes for the current school year.

Item 7 - Home Division Code

Fill in the division code of your home school division. Obtain the appropriate division codes from the list of Division Codes in Appendix B of this guide and write them on the chalkboard. If a student's home school division is the same school division where the vocational education courses are offered, his home school division code (item 7) is the same as in item 5.

Item 8 - O. E. Code

Item 8 is the Office of Education code. This code refers to the occupation for which you are being trained. Obtain the code numbers from the list of O. E. Codes (Appendix A) and write them on the board. Students in a given class of business education, distributive education, or ICT may have different codes, but all should

be within the same vocational service. Use only the codes listed.

Item 9 - Telephone Number

Enter the telephone number for your permanent address in the boxes (do not enter area code) and blacken in the proper circles below.

Item 10 - Student's Name

Item 10 is your name. Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial. Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.

Item 11 - Permanent Street Address, P. O. Box, or Route and Box

Item 11 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. Those forms will be sent to the address given in item 11. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.

Item 12 and 13 - City, Town, or Post Office and State

Items 12 and 13 are the city, town or post office and state in which your mail is received.. Print the city name in item 12 and then blacken in the circle corresponding to each letter. Indicate the state in item 13 by marking the circle corresponding to the correct state.

Item 14 - Zip Code

The zip code is item 14. Be sure to put in the correct code number and then blacken the circles below.

Item 15 - Age

Age is item 15. This is your age as of May 1 of the current school year. Write in your age and blacken the proper circle below each number..

Item 16 - Sex

Blacken the circle corresponding to your sex in item 16.

Item 17 - Social Security Number

Item 17 calls for your social security number. This will be used for identification purposes only. If you do not have a number, leave the space entirely blank. Enter only the numbers, do not put in the hyphens. Do not skip any spaces in the number. Blacken in the proper circle below each number. Remember, social security numbers are on driver's licenses and may be on other identification cards. If some students do not want to give their social security number, tell them to leave the space blank..

Item 18 - Ethnic Group

Item 18 is ethnic group. If you consider yourself of African or Negroid origin mark Black. Those of you who consider yourself Caucasians or white should mark Caucasian. If you consider yourself of another ethnic group not previously mentioned

mark *Other*. Some students may not wish to indicate their ethnic group. Do not insist that this item be completed by the students. It should be completed by teachers if not completed by the students.

Item 19 - Last Grade Completed

For item 19, mark the circle corresponding to the last grade completed as of the end of this school year. This is the student's actual grade and not the grade for which your course is normally offered.

This completes your section of the form. Take a minute now to be sure you have made a code mark in the proper circle corresponding to the letter or number you have printed at the top of each column and be sure you have only one code mark in each column.

I will complete items 1, 2, 3, and 4. They deal with some additional information about your graduation date and this program.

ITEMS 1-4 SHOULD BE COMPLETED BY THE INSTRUCTOR AFTER THE STUDENT COMPLETES ITEMS 5-19

Item 1 - Student Status

As indicated previously, a form should be completed by each student who can be classified in one of the following five categories. Mark the correct circle indicating the status of this student.

- A. Will complete a vocational program and graduate this year.
- B. Will Complete a vocational program this year, but will graduate in a future year.
- C. Completed a vocational program and withdrew from school without graduating.
- D. Did not complete a vocational program but will graduate this year and is employed fulltime in field of training or related field.
- E. Withdrew from the vocational program without completing, left this school, and is employed fulltime in field of training or a related field.

Item 2 - Graduation Date

Mark the correct circles to indicate the month and year this student will (did) graduate. If the student will (did) not graduate, leave this item blank.

Item 3 - Co-op Program

Is this student participating in co-op on-the-job training related to your vocational program?

Item 4 - Classification of Student

Indicate the student's classification: (see definitions below)

- Mark "A" if the student is considered "Regular"
- Mark "B" if the student is considered "Disadvantaged"
- Mark "C" if the student is considered "Handicapped"

Definitions:

- A. Regular: Persons who are considered neither disadvantaged nor handicapped.
- B. Disadvantaged: Persons who have academic, socioeconomic, cultural, or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).
- C. Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in the regular program who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

VIRGINIA VOCATIONAL EDUCATION
ADULT PREPARATORY STUDENT COMPLETION FORM VERS 5.3A and 5.3B

INSTRUCTIONS FOR TEACHERS

These forms are to be completed by students who have fulfilled the requirements for completion of an adult preparatory program. Listed below are definitions of program completions for each vocational service and the instructions for completing the form. The information given will be kept strictly confidential. All forms should be in the State Office not later than June 1.

Requirements for Program Completion at the Adult Level

Business Education A student who has finished the sequence of courses for one of the preparatory occupational programs,

or

A student who has met the requirements of the most advanced course in typewriting and completed one additional course in office education.

Distributive Education A person who earns the certificate or diploma granted at the completion of the following: (1) a single course of ten hours or more in length in the DE preparatory adult program ("Training for Part-Time Employment" course is excluded), or (2) all required course hours in DE preparatory adult diploma program.

Home Economics Education A student who completes the requirements of any approvable course in occupational home economics.

Trade and Industrial Education A student who completes a preparatory program consisting of a unit or a series of units of combined classroom and shop learning experiences or practical work experiences satisfying the requirements of a vocational objective leading to employment.

Instructions For Completing
VERS 5.3A and 5.3B

VERS 5.3A - Students Completing Reimbursed Adult Preparatory Programs

The form VERS 5.3A (brown color) is to be completed by students as they complete the requirements of a reimbursed adult preparatory program. The individual in each school division designated to handle reimbursement for adult vocational programs will receive the forms from the appropriate state supervisor. You should obtain copies of the form from this individual. After the student completes the form, return it to the same individual. He will send the form to the appropriate state supervisor.

1 Division
Name:

3. Start/Completion Date of Student Program			
A. START		B. COMPLETION	
Month	Year	Month	Year
<input type="radio"/> Jan.	<input type="radio"/> '70	<input type="radio"/> Jan.	<input type="radio"/> '75
<input type="radio"/> Feb	<input type="radio"/> '71	<input type="radio"/> Feb	<input type="radio"/> '76
<input type="radio"/> Mar.	<input type="radio"/> '72	<input type="radio"/> Mar.	<input type="radio"/> '77
<input type="radio"/> Apr.	<input type="radio"/> '73	<input type="radio"/> Apr	<input type="radio"/> '78
<input type="radio"/> May	<input type="radio"/> '74	<input type="radio"/> May	<input type="radio"/> '79
<input type="radio"/> June	<input type="radio"/> '75	<input type="radio"/> June	<input type="radio"/> '80
<input type="radio"/> July	<input type="radio"/> '76	<input type="radio"/> July	
<input type="radio"/> Aug.		<input type="radio"/> Aug.	
<input type="radio"/> Sept		<input type="radio"/> Sept.	
<input type="radio"/> Oct.		<input type="radio"/> Oct	
<input type="radio"/> Nov.		<input type="radio"/> Nov.	
<input type="radio"/> Dec.		<input type="radio"/> Dec	

[illegible]

5. Div Code

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

6 Home Div. Code		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

7. Student's Phone No.							
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

[illegible][illegible][illegible]

11. STATE

☐ VA

☐ DC

☐ KY

☐ MD

☐ NC

☐ TN

☐ W. Va.

12. ZIP CODE				
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

16. SEX

☐ Male

☐ Female

13. O.E. Code					
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

14. Age	
<input type="text"/>	<input type="text"/>
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

15. Educ.	
<input type="text"/>	<input type="text"/>
<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9

17. TEACHERS ONLY	
a. Classification	b. Program
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

3. Start/Completion Date of Student Program

A. START		B. COMPLETION	
Month	Year	Month	Year
<input type="radio"/> Jan.	<input type="radio"/> '70	<input type="radio"/> Jan.	<input type="radio"/> '75
<input type="radio"/> Feb.	<input type="radio"/> '71	<input type="radio"/> Feb.	<input type="radio"/> '76
<input type="radio"/> Mar.	<input type="radio"/> '72	<input type="radio"/> Mar.	<input type="radio"/> '77
<input type="radio"/> Apr.	<input type="radio"/> '73	<input type="radio"/> Apr.	<input type="radio"/> '78
<input type="radio"/> May	<input type="radio"/> '74	<input type="radio"/> May	<input type="radio"/> '79
<input type="radio"/> June	<input type="radio"/> '75	<input type="radio"/> June	<input type="radio"/> '80
<input type="radio"/> July	<input type="radio"/> '76	<input type="radio"/> July	
<input type="radio"/> Aug.		<input type="radio"/> Aug.	
<input type="radio"/> Sept.		<input type="radio"/> Sept.	
<input type="radio"/> Oct.		<input type="radio"/> Oct.	
<input type="radio"/> Nov.		<input type="radio"/> Nov.	
<input type="radio"/> Dec.		<input type="radio"/> Dec.	

VIRGINIA VOCATIONAL EDUCATION ADULT PREPARATORY **STUDENT COMPLETION FORM VERS 5.3B** (For Non-Reimbursed Courses)

 1. Division Name
 2. Teacher's Name

4. Student's S.S. No.	5. Div. Code	6. Home Div Code	7. Student's Phone No.
0 0 0 0 0 0 0 0	0 0 0	0 0 0	0 0 0 0 0 0 0
1 1 1 1 1 1 1 1	1 1 1	1 1 1	1 1 1 1 1 1 1
2 2 2 2 2 2 2 2	2 2 2	2 2 2	2 2 2 2 2 2 2
3 3 3 3 3 3 3 3	3 3 3	3 3 3	3 3 3 3 3 3 3
4 4 4 4 4 4 4 4	4 4 4	4 4 4	4 4 4 4 4 4 4
5 5 5 5 5 5 5 5	5 5 5	5 5 5	5 5 5 5 5 5 5
6 6 6 6 6 6 6 6	6 6 6	6 6 6	6 6 6 6 6 6 6
7 7 7 7 7 7 7 7	7 7 7	7 7 7	7 7 7 7 7 7 7
8 8 8 8 8 8 8 8	8 8 8	8 8 8	8 8 8 8 8 8 8
9 9 9 9 9 9 9 9	9 9 9	9 9 9	9 9 9 9 9 9 9

8. LAST NAME, FIRST NAME, M.I.

A A A A A A A A A A A A A A A A
B B B B B B B B B B B B B B B B
C C C C C C C C C C C C C C C C
D D D D D D D D D D D D D D D D
E E E E E E E E E E E E E E E E
F F F F F F F F F F F F F F F F
G G G G G G G G G G G G G G G G
H H H H H H H H H H H H H H H H
I I I I I I I I I I I I I I I I
J J J J J J J J J J J J J J J J
K K K K K K K K K K K K K K K K
L L L L L L L L L L L L L L L L
M M M M M M M M M M M M M M M M
N N N N N N N N N N N N N N N N
O O O O O O O O O O O O O O O O
P P P P P P P P P P P P P P P P
Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q
R R R R R R R R R R R R R R R R
S S S S S S S S S S S S S S S S
T T T T T T T T T T T T T T T T
U U U U U U U U U U U U U U U U
V V V V V V V V V V V V V V V V
W W W W W W W W W W W W W W W W
X X X X X X X X X X X X X X X X
Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

9. Street Address, P.O. Box, or Route & Box No.

A A A A A A A A A A A A A A A A
B B B B B B B B B B B B B B B B
C C C C C C C C C C C C C C C C
D D D D D D D D D D D D D D D D
E E E E E E E E E E E E E E E E
F F F F F F F F F F F F F F F F
G G G G G G G G G G G G G G G G
H H H H H H H H H H H H H H H H
I I I I I I I I I I I I I I I I
J J J J J J J J J J J J J J J J
K K K K K K K K K K K K K K K K
L L L L L L L L L L L L L L L L
M M M M M M M M M M M M M M M M
N N N N N N N N N N N N N N N N
O O O O O O O O O O O O O O O O
P P P P P P P P P P P P P P P P
Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q
R R R R R R R R R R R R R R R R
S S S S S S S S S S S S S S S S
T T T T T T T T T T T T T T T T
U U U U U U U U U U U U U U U U
V V V V V V V V V V V V V V V V
W W W W W W W W W W W W W W W W
X X X X X X X X X X X X X X X X
Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

10. CITY, TOWN, or POST OFFICE

A A A A A A A A A A A A A A A A
B B B B B B B B B B B B B B B B
C C C C C C C C C C C C C C C C
D D D D D D D D D D D D D D D D
E E E E E E E E E E E E E E E E
F F F F F F F F F F F F F F F F
G G G G G G G G G G G G G G G G
H H H H H H H H H H H H H H H H
I I I I I I I I I I I I I I I I
J J J J J J J J J J J J J J J J
K K K K K K K K K K K K K K K K
L L L L L L L L L L L L L L L L
M M M M M M M M M M M M M M M M
N N N N N N N N N N N N N N N N
O O O O O O O O O O O O O O O O
P P P P P P P P P P P P P P P P
Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q Q
R R R R R R R R R R R R R R R R
S S S S S S S S S S S S S S S S
T T T T T T T T T T T T T T T T
U U U U U U U U U U U U U U U U
V V V V V V V V V V V V V V V V
W W W W W W W W W W W W W W W W
X X X X X X X X X X X X X X X X
Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y
Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z Z

11. STATE

☐ VA
☐ DC
☐ KY
☐ MD
☐ NC
☐ TN
☐ W. Va.

12. ZIP CODE

0 0 0 0 0
1 1 1 1 1
2 2 2 2 2
3 3 3 3 3
4 4 4 4 4
5 5 5 5 5
6 6 6 6 6
7 7 7 7 7
8 8 8 8 8
9 9 9 9 9

16. SEX

☐ Male
☐ Female

13. O.E. Code

0 0 0 0 0
1 1 1 1 1
2 2 2 2 2
3 3 3 3 3
4 4 4 4 4
5 5 5 5 5
6 6 6 6 6
7 7 7 7 7
8 8 8 8 8
9 9 9 9 9

14. Age

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

15. Educ.

0 0
1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9

17. TEACHERS ONLY

a. Classification	b. Program
<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C

VERS 5.3B - Students Completing Non-Reimbursed Adult Preparatory Programs

The form VERS 5.3B (purple color) is to be completed by students as they complete the requirements of adult preparatory program. The local VERS Coordinator will receive this form from the State Coordinator of Vocational Education Research and Statistics. You should obtain copies of the form from your local VERS coordinator. After the student completes the form, return it to the VERS coordinator. He will send the form to the state office for tabulation.

Item by Item Script
for VERS 5.3A and 5.3B

The only differences in the two forms are the form numbers and the colors. All items included on the forms are the same; therefore, the instructions for completing the forms are the same.

Portions of the following instructions are written in script form for your convenience in reading to the student. The portions in regular type are instructions or explanations for your benefit.

After each student has a copy of the form, allow him time to read the instructions on the back of the form.

1. Division Name - Give name of school division where classes were taught.
2. Teacher's Name - Enter full name of the principal class instructor.
3. Start/End Dates of Your Program - Mark the month and year that your program began and the month and year that your program was completed.
4. Social Security Number - Enter your social security number. If you do not have a number, leave it blank.
5. Division Code - The code for this school divisor is _____. Give the three-digit code for the school division where the classes were located. Obtain the division code numbers from the list of Division Codes in Appendix B.
6. Home Division Code - If the division code in item 5 is not the code for the school division in which you live, fill in your home division code, otherwise leave this item blank. Provide when necessary the home division code numbers to the students. Out-of-state students should use 999 for the home division code.

7. Phone Number - Give your permanent home telephone number.
8. Student's Name - Print your last name first in the boxes, one letter per box, starting at the left-hand side. Be sure to keep the letters within the boxes. Leave a blank box after the last letter of your last name, then print your first name. Again, leave a blank box after the last letter of your first name and then print your middle initial in the next box. You must have room for your middle initial; therefore, you may have to abbreviate your first name, possibly using only the initial. Students having titles in their names such as Junior, should place the abbreviation for the title after the middle initial. After you have printed your complete name, blacken the circle corresponding to each letter of your name in the column directly below each letter of your name. Be sure that you make only one code mark in each column. Do not blacken any circle below the empty boxes.
9. Address - Item 9 is your permanent street address. As mentioned earlier, many of you will be contacted for follow-up information after you graduate. These follow-up forms will be sent to the address given in item 9. Someone should be living at this address who will always know where to contact you. Follow the same procedure as with your name. Skip a space between each part of the address. DO NOT INCLUDE THE CITY OR STATE in this section. Abbreviate words in the address when necessary. Blacken in the correct circle in the columns below the letters or numbers in the address.
10. City - Give the city, town, or post office in which your mail is received.
11. State - Mark the State in which your city, town, or post office is located.
12. Zip Code - Enter the correct code number.
13. O.E. Code - Give the six-digit code referring to the career objective for which you are being trained in this program. A list of O. E. Codes is provided in Appendix A. Choose the appropriate code from the list--no other codes can be accepted.

14. Age - Give your age as of your last birthday.
15. Education - Give the level of your highest year of education.
16. Sex - Fill in the circle corresponding to your sex.

Item 17 should be completed by the instructor.

- 17a. Classification - Refers to student classification. Definitions of classification are given below. Mark only one.

Mark "A" if the student is considered "Regular".
Mark "B" if the student is considered "Disadvantaged".
Mark "C" if the student is considered "Handicapped".

Definitions

Regular: Persons who are considered neither disadvantaged nor handicapped.

Disadvantaged: Persons who have academic, socioeconomics, cultural or other handicaps (excluding physical or mental) that prevent them from succeeding in regular vocational education or consumer and homemaking programs designed for persons without such handicaps and who for that reason require specially designed educational programs or related services. (Includes not only students in special programs for the disadvantaged, but also those disadvantaged students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped (below) are not to be classified disadvantaged also).

Handicapped: Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason of their handicapping condition cannot succeed in a regular vocational or consumer and homemaking program designed for persons without such handicaps, and who for that reason require special educational assistance or a modified vocational or consumer and homemaking education program. Students identified by special education personnel and/or enrolled in special education classes are considered handicapped. (Includes not only students in special programs for the handicapped, but also those handicapped students in regular programs who are receiving assistance to enable them to succeed in the regular program. Students considered to be handicapped are not to be classified disadvantaged also).

- 17b. Program - Refers to program designation. Indicated how the program is designated.

Mark only one.

Mark "A" if the program in which this student is participating is a "regular" class.
Mark "B" if the program in which this student is participating is specially designed for "disadvantaged" students.
Mark "C" if the program in which this student is participating is specially designed for "handicapped" students.

APPENDIX A

O.E. CODES AND VOCATIONAL EDUCATION COURSE CODES VIRGINIA STATE DEPARTMENT OF EDUCATION TEACHER'S DAILY ASSIGNMENT CODES LIST 1975-76

Agricultural Education Occupational Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
010100 Agricultural Production	8010 Agricultural Production III 8012 Agricultural Production IV 8014 Agricultural Production V
010200 Agricultural Supplies and Services	8022 Agricultural Business III 8024 Agricultural Business IV 8026 Agricultural Business V
010300 Agricultural Mechanics	8016 Agricultural Machinery Services III 8018 Agricultural Machinery Services IV 8020 Agricultural Machinery Services V
010400 Agricultural Products	8028 Agricultural Processing and Marketing III 8030 Agricultural Processing and Marketing IV 8032 Agricultural Processing and Marketing V
010500 Ornamental Horticulture	8034 Ornamental Horticulture III 8036 Ornamental Horticulture IV 8038 Ornamental Horticulture V
010600 Agricultural Resources or	8040 Natural Resources Management III 8042 Natural Resources Management IV
010700 Forestry	8044 Natural Resources Management V (List under the most appropriate OE Code.)
019900 Other - Agriculture	8006 Agricultural Science and Mechanics I 8008 Agricultural Science and Mechanics II 8050 Agriculture - Special Needs 8070 General Mechanics - Special Needs - (Disadvantaged) 8053 Agricultural Education for the Handicapped

Agricultural Education Senior Intensified Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
010500 Ornamental Horticulture	8051 Turf Management Coop. 8051 Turf Management Non-Coop.

Agricultural Education Senior Intensified Programs (Continued)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
010300 Agricultural Mechanics	8052 Farm Equipment Oper. Coop.
	8052 Farm Equipment Oper. Non-Coop.

Agricultural Orientation and Exploration Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
019999 Exploratory or Orientation	8002 Exploratory Agriculture - Grade 6 - (18 wks)
	8003 Exploratory Agriculture - Grade 7 - (18 wks)
	8004 Exploratory Agriculture - Grade 8 - (18 or 36 wks)

Business Education Occupational Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
140100 Accounting and Computing Occupations	*6110 General Business - (18 or 36 weeks)
	6151 Beginning Typewriting
	6340 Clerical Accounting I (block)
	6350 Clerical Accounting II (block)
	or
	*6110 General Business
	6151 Beginning Typewriting
	6311 Bookkeeping, Beginning
	6315 Bookkeeping, Advanced
	6410 Office and Clerical Practice
	or
	6500 Vocational Office Training
140200 Business Data Processing Systems Occupations	*6110 General Business
	6151 Beginning Typewriting
	6640 Business Data Processing I (block)
	6650 Business Data Processing II (block)
140300 Filing, Office Machines, General Clerical Occupations, Reprographics	*6110 General Business
	6151 Beginning Typewriting
	6710 Filing I or 6660 Reprograph I
	6720 Filing II or 6670 Reprograph II
	or
	*6110 General Business
	6151 Beginning Typewriting
	6154 Advanced Typewriting
	6311 Beginning Bookkeeping
	or
	6330 Recordkeeping I
	6410 Office and Clerical Practice
	or
	6500 Vocational Office Training
	6420 Office Procedure

*General Business students at the ninth grade level will be reported as O.E. Code 149999. General Business students enrolled at other grade levels will not be reported.

Business Education Occupational Programs (Continued)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
140100 Office Services -	6740 Office Services I (block)
140300 Disadvantaged	6741 Office Services II (block)
	6742 Office Services III (block)
Office Services-Handicapped	6745 Business Education for Handicapped .
140700 Stenographic, Secretarial and Related Occupations	*6110 General Business
	6151 Beginning Typewriting
	6250 Stenography I (block)
	6260 Steno. II (block) or 6730 Med.Off.Pro. or or 6735 Leg.Off.Pro.
	*6110 General Business
	6151 Beginning Typewriting
	6154 Advanced Typewriting
	6211 Shorthand, Beginning
	6215 Shorthand, Advanced
	6410 Office and Clerical Practice or
	6500 Vocational Office Training
140900 Typing and Related Occu- pations	*6110 General Business
	6151 Beginning Typewriting
	6159 Clerk-Typist I(block)
	6160 Clerk-Typist II or
	*6110 General Business
	6151 Beginning Typewriting
	6154 Advanced Typewriting
	6410 Office and Clerical Practice or
	6500 Vocational Office Training

Business Education Senior Intensified Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
140300 Filing, Office Machine, General Clerical Occup- tions Reprographics	6750 Office Clerk Coop. 6750 Office Clerk Non-Coop.

Business Education Orientation and Exploration

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
149999 Business Exploration	6109 Business Exploration
	6320 Accounting - Grade 12
	6430 Office Supervision and Management
	6611 Survey of Data Processing

*General Business students at the ninth grade level will be reported as O.E. Code 149999. General Business students enrolled at other grade levels will not be reported.

Business Education for Adult Classes Only

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
140600 Personnel Training and Related Occupations	
140800 Supervisory and Administrative Management Occupations	

Distributive Education Occupational Programs

<u>O.E. Codes</u>	<u>Occupational Preparation Programs (Coop)</u>	<u>Course Codes and Titles</u>
040100 Advertising Serv	DE Coop. Program	8120 DE II - Grade 11
040200 Apparel & Acces		8130 DE III - Grade 12
040300 Automotive		8140 DE II Coop. - Grade 11 - Disadvantaged
040400 Finance & Credit		8141 DE II Coop. - Grade 12 - Disadvantaged
040500 Floristry		8160 DE for Handicapped
040600 Food Distribution		
040700 Food Services		
040800 Gen Merchandise	Use Appropriate O.E. Code For Each Student's Career Objective	
040900 Hdwe Bldg		
041000 Home Furnishings		
041100 Hotel & Lodging	Marketing	8132 Marketing I - Grade 11
041200 Industrial Marketing		8134 Marketing II - Grade 12
041300 Insurance		
041400 International Trade	Use Appropriate O.E. Code For Each Student's Career Objective	
041500 Personal Services		
041600 Petroleum		
041700 Real Estate		
041800 Recreation & Tourism		
041900 Transportation		
042000 Wholesaling		
049998 Radio-TV Broadcasting		
049999 Explor or Orientation		
049900 Other (Occup in DE coop not classified elsewhere)		
041600 Petroleum	Petroleum Marketing	**8148 Petroleum Marketing - Grade 12
040600 Food Distribution	Food Distribution	**8142 Food Distribution - Grade 12
		**8143 Food Distribution - Grade 12 - Disadvantaged
040700 Food Services	Hotel-Motel Management	**8146 Hotel-Motel Management - Grade 12

**Courses approved for special school divisions.

Distributive Education Occupational Programs (Continued)

<u>O.E. Codes</u>	<u>Occupational Preparation Programs (Coop)</u>	<u>Course Codes and Titles</u>
041100 Hotel & Lodging		
041500 Personal Services		
or		
041800 Recreation & Tourism		
049998 Radio-TV Broadcast	Radio-TV Broadcasting	**8161 Radio & TV I - Grade 9 **8162 Radio & TV II - Grade 10 **8163 Radio & TV III - Grade 11 **8164 Radio & TV IV - Grade 12

Distributive Education Senior Intensified Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
Use Appropriate O.E. Code	8149 Retail Selling Non-Coop.

Distributive Education Orientation and Exploration Programs

<u>O.E. Codes</u>		<u>Course Codes and Titles</u>
040100 Advertising Serv	Education for Employ-	8157 Educa. for Employ. -
040200 Apparel & Acces	ment	Grade 7 - Disadvantaged
040300 Automotive		8158 Educa. for Employ. -
040400 Finance & Credit		Grade 8 - Disadvantaged
040500 Floristry		8159 Educa. for Employ. -
040600 Food Distribution		Grade 9 & Disadvantaged
040700 Food Services		
040800 Gen Merchandise	Use Appropriate O.E. Code For Each Student's Career	
040900 Hdwe Bldg	Objective	
041000 Home Furnishings		
041100 Hotel & Lodging	DE I Preparatory	8110 DE I Preparatory -
041200 Industrial Marketing		Grade 10
041300 Insurance		
041400 International Trade	Use Appropriate O.E. Code For Each Student's Career	
041500 Personal Services	Objective	
041600 Petroleum		
041700 Real Estate		
041800 Recreation & Tourism		
041900 Transportation		
042000 Wholesaling		

**Courses approved for special school divisions.

Distributive Education Orientation and Exploration Programs (Continued)

<u>O.E. Codes</u>		<u>Course Codes and Titles</u>
049998	Radio-TV Broadcasting	
049999	Explor. or Orientation	
049900	Other (Occup in DE coop not classified elsewhere) .	
040200	Apparel & Acces	Fashion Merchandising 8144 Fashion Merchandising -
040800	Gen Merchandise	Grade 12

Home Economics Education Occupational Programs

<u>O.E. Codes</u>		<u>Course Codes and Titles</u>
		Recommended Prerequisites for Home Economics Occupational Programs: Consumer and Homemaking I & II
Use Appropriate O.E. Code		8224 Occ. H. E. Cluster I - Disadv. 8225 Occ. H. E. Cluster II - Disadv.
090201	Child Care Services	8285 Child Care Occupations I 8286 Child Care Occupations II 8287 Child Care Occ. I - Disadv. 8288 Child Care Occ. II - Disadv.
090202	Clothing Services	8280 Clothing Occupations I 8281 Clothing Occupations II 8282 Clothing Occ. I - Disadv. 8283 Clothing Occ. II - Disadv.
090203	Food Services	8275 Food Occupations I 8276 Food Occupations II 8277 Food Occ. I - Disadv. 8278 Food Occ. II - Disadv.
090204	Home Furnishings Services	8295 Home Furnishings Occupations I 8296 Home Furnishings Occupations II 8298 Home Furnishings I - Disadv. 8299 Home Furnishings II - Disadv.
090205	Home & Institutional Services	8290 Home and Instit. Occupations I 8291 Home and Instit. Occupations II 8292 Home and Instit. Occ. I - Disadv. 8293 Home and Instit. Occ. II - Disadv.
Use appropriate O.E. Codes-Handicapped		8222 Occ. Home Ec. for Handicapped

Home Economics Education Senior Intensified Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
090203 Food Services	8279 Catering Specialist Coop.
	8279 Catering Specialist Non-Coop.
090202 Clothing Services	8283 Fashion Specialist - Coop.
	8283 Fashion Specialist - Non-Coop.

Consumer and Homemaking Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
090101 Consumer & Homemaking	8230 Homemaking I
	8240 Homemaking II
	8250 Homemaking III
	8260 Homemaking IV
Family Living	8270 Homemaking V (Non-Sequential)
090103 Clothing Management	*8241 Clothing I
090103 Clothing Management	*8242 Clothing II
090107 Food Management	*8246 Foods I
090107 Food Management	*8247 Foods II

O.E. Codes Specialized Areas

Course Codes and Titles

090101 Consumer and Homemaking	8230 Homemaking I
090101 Consumer and Homemaking	8240 Homemaking II
090102 Child Development	8284 Child Development - 18 wks.
090101 Consumer and Homemaking	8230 Homemaking I
090101 Consumer and Homemaking	8240 Homemaking II
090103 Clothing Management	8274 Clothing Management - 18 wks.
090101 Consumer and Homemaking	8230 Homemaking I
090101 Consumer and Homemaking	8240 Homemaking II
090108 Consumer Economics - Home Manage.	8271 Consumer Economics - Home Management - 18 wks.
090101 Consumer and Homemaking	8230 Homemaking I
090101 Consumer and Homemaking	8240 Homemaking II
090101 Marriage and the Family	8272 Marriage & the Family - 18 wks.
090101 Consumer and Homemaking	8230 Homemaking I
090101 Consumer and Homemaking	8240 Homemaking II
090107 Food Management	8273 Food Management - 18 wks.
090101 Consumer and Homemaking	8230 Homemaking I
090101 Consumer and Homemaking	8240 Homemaking II
090109 Home Furnishings & Housing	8297 Home Furnishings & Housing - 18 wks.

*Courses approved by State Board of Education for specific school divisions.

Home Economics Orientation and Exploration Programs

O.E. Codes

Course Codes and Titles

(Non-Sequential Offerings)

090999	Intermediate Consumer & Homemaking	8205	Homemaking Grade 6 - 18 wks.
		8206	Homemaking Grade 7 - 18 wks.
		8207	Homemaking Grade 7 - less than 18 wks.
		8208	Homemaking Grade 7 - 36 wks.
		8210	Homemaking Grade 8 - 18 wks.
090199	Home Economics - Homemaking	8220	Home Economics - Adapted - 36 wks.
090999	Home Economics Occupational Expl.	8221	Home Economics - Occupational Exploration - 36 wks.

Industrial Arts Orientation and Exploration

O.E. Codes

Course Codes and Titles

109999	Industrial	8464	Exploring Technology - 18 wks.
		8461	Exploring Techn. - 18 wks. or 36 wks.
		8462	Modern Industry and Techn. (7-9 grades)
		8463	American Industry (7-9 grades)
		8431	The World of Construction (7-9 grades)
		8425	The World of Manufacturing (8-10 grades)
		8415	The World of Communications (9-10 grades)
		8445	The World of Transportation (9-10 grades)

Trade and Industrial Education Occupational Programs

O.E. Codes

Course Codes and Titles

170100	Air Conditioning & Refrigeration	8503	Air Cond. & Refrig. I
		8504	Air Cond. & Refrig. II
		8505	Air Cond. & Refrig. III
170301	Auto Body Repair	8676	Auto Body Repair I
		8677	Auto Body Repair II
		8678	Auto Body Repair III

Trade and Industrial Education Occupational Programs (Continued)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
170303 Auto Mechanics	8506 Auto Mechanics I 8507 Auto Mechanics II 8508 Auto Mechanics III 8710 Auto Servicing I - Disadv. 8711 Auto Servicing II - Disadv.
171004 Bricklaying (Masonry)	8512 Bricklaying I 8513 Bricklaying II 8514 Bricklaying III 8713 Bricklaying I - Disadv. 8714 Bricklaying II - Disadv.
171099 Building Trades (Other Construction and Maintenance)	8515 Building Trades I 8516 Building Trades II 8517 Building Trades III 8716 Building Trades I - Disadv. 8717 Building Trades II - Disadv.
171001 Cabinetmaking & Carpentry	8518 Carpentry-Cabinet Making I 8519 Carpentry-Cabinet Making II 8520 Carpentry-Cabinet Making III
170700 Commercial Art Occupations	8570 Commercial Art I 8571 Commercial Art II 8572 Commercial Art III
172900 Commercial Foods (Quantity Food Occupations)	8521 Commercial Foods I 8522 Commercial Foods II 8523 Commercial Foods III 8719 Commercial Foods I - Disadv. 8720 Commercial Foods II - Disadv.
173300 Commercial Sewing (Textile Production & Fabrication)	8524 Commercial Sewing I 8525 Commercial Sewing II 8526 Commercial Sewing III
172602 Cosmetology	8527 Cosmetology I 8528 Cosmetology II 8529 Cosmetology III
171200 Diesel Mechanics	8679 Diesel Mechanics I
171300 Drafting Occupations	8530 Drafting I 8531 Drafting II 8532 Drafting III
171400 Electricity (Electrical Occup.)	8533 Electricity I 8534 Electricity II 8535 Electricity III

Trade and Industrial Education Occupational Programs (Continued)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
171500 Electronics (Electronic Occupations)	8536 Electronics I 8537 Electronics II 8538 Electronics III
070303 Health Assistant Cluster (Same as Nurses' Assistant) ***Industrial Cooperative Training	8561 Health Assistant Cluster I - Disadv. 8901 Industrial Cooperative Tr. I 8902 Industrial Cooperative Tr. II
171099 Industrial Maintenance Mechanics (Other Construction & Maintenance) ***Industrial Work Experience	8575 Industrial Maint. Mech. I 8576 Industrial Maint. Mech. II 8577 Industrial Maint. Mech. III 8905 Industrial Work Experience I - Disadv. 8906 Industrial Work Experience II - Disadv.
172300 Machine Shop (Metalworking Occupations)	8539 Machine Shop I 8540 Machine Shop II 8541 Machine Shop III
171099 Maintenance & Repair (Other Construction & Maintenance)	8542 Maintenance & Repair I - Disadv. 8543 Maintenance & Repair II - Disadv. 8544 Maintenance & Repair III - Disadv.
070904 Medical Assistants	8545 Medical Assistants I 8546 Medical Assistants II 8547 Medical Assistants III
172300 Metal Trades (Metalworking Occupations)	8548 Metal Trades I 8549 Metal Trades II 8550 Metal Trades III 8722 Metal Fabrication I - Disadv. 8723 Metal Fabrication II - Disadv.
179900 Mine Machinery Repair	8580 Mine Machinery Repair I 8581 Mine Machinery Repair II 8582 Mine Machinery Repair III
070303 Nurses' Aide	8560 Nurses' Aide I 8562 Nurses' Aide II
171007 Plumbing and Pipefitting	8551 Plumbing I 8552 Plumbing II 8553 Plumbing III

***List students by Occupational Code.

Trade and Industrial Education Occupational Programs (Continued)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
173100 Power Mechanics (Small Engine Repair)	8554 Power Mechanics I 8555 Power Mechanics II 8556 Power Mechanics III 8725 Small Engine Repair I - Disadv. 8726 Small Engine Repair II - Disadv.
070302 Practical Nursing	8557 Practical Nursing I 8558 Practical Nursing II 8559 Practical Nursing III
171900 Printing (Graphics Arts Occupations)	8660 Printing I 8661 Printing II 8662 Printing III
172300 Sheet Metal (Metalworking Occupations)	8663 Sheet Metal I 8664 Sheet Metal II 8665 Sheet Metal III
173400 Shoe Repairing	8666 Shoe Repairing I 8667 Shoe Repairing II 8668 Shoe Repairing III
173300 Tailoring (Textile Production & Fabrication)	8669 Tailoring I 8670 Tailoring II 8671 Tailoring III
172300 Welding (Metalworking Occupations)	8672 Welding I 8673 Welding II 8674 Welding III
Use Appropriate O.E. Code	9011 T & I Education for Handicapped

Trade and Industrial Education Senior Intensified Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
Use Appropriate O.E. Code	8904 Ind. Coop. Training Coop.
170302 Auto Mechanics	8680 Tune Up Specialist Non-Coop.
170301 Auto Body Repair	8681 Painter, Automobile Non-Coop.
172900 Qty. Food Occup.	8691 Short Order Cook Non-Coop.

Trade and Industrial Orientation and Exploration Programs

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
179999 Industrial Career Exploration	8702 Industrial Career Expl. I 8704 Industrial Career Expl. II

Trade and Industrial Orientation and Exploration Programs (Continued)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
179999 Industrial Career Orientation	8701 Industrial Career Orient. I 8703 Industrial Career Orient. II

Other O.E. Codes For Trade and Industry and Health
(For Use with Cooperative and Adult Courses)

170200 Appliance Repair	172802 Law Enforcement Trg
170399 Other Automotive	172899 Other Public Serv
170400 Aviation Occup	173000 Refrigeration
170500 Blueprint Reading	173200 Stationary Energy Sources Occup.
170600 Bus Mach Maint	173500 Upholstering
170800 Cml Fishery Occup	173600 Woodworking Occup.
170900 Cml Photog Occup	179900 Other (ICT Occup not classified elsewhere)
171002 Electricity	
171100 Custodial Serv	
171600 Fabric Maint Serv	
171700 Foremanship Super & Mgt Devel	
172000 Ind Atomic Energy	
172100 Instr Maint & Repair	
172200 Maritime Occup	
172400 Metallurgy Occupations	
172699 Other Personal Serv	
172801 Fireman Training	

HEALTH PROGRAMS

070101 Dental Assistant	070501 Radiologic Technology
070102 Dent Hygienist (Asso)	070700 Environmental Health
070103 Dent Lab Tech	070800 Mental Health Tech
070203 Med Lab Assisting	070903 Inhalat Therapy Tech
070299 Other Med Lab Tech	070906 Health Aide
070301 Nurse, Asso Degree	079999 Explor or Orientation
070401 Occupational Therapy	079900 Other (ICT Occup not classified elsewhere)
070402 Physical Therapy	

ACROSS-THE-BOARD COURSES***
(Special Projects)

<u>O.E. Codes</u>	<u>Course Codes and Titles</u>
Use the appropriate O.E. Code and course codes to use for across-the-board course.	9010 Work Instruction Program for Fourteen & Fifteen Year Old Students
	9020 Cooperative Program I for Former Dropouts and Potential Dropouts
	9030 Cooperative Program II for Former Dropouts and Potential Dropouts
	9012 Combined Vocational Education for Handicapped

APPENDIX B
DIVISION CODES

COUNTIES

CITIES

ACCOMACK	001	KING & QUEEN	049
ALBEMARLE	002	KING WILLIAM	050
ALLEGHANY	003	LANCASTER	051
AMELIA	004	LEE	052
AMHERST	005	LOUDOUN	053
APPOMATTOX	006	LOUISA	054
ARLINGTON	007	LUNENBURG	055
AUGUSTA	008	MADISON	056
BATH	009	MATHEWS	057
BEDFORD	010	MECKLENBURG	058
BLAND	011	MIDDLESEX	059
BOTETOURT	012	MONTGOMERY	060
BRUNSWICK	013	NELSON	062
BUCHANAN	014	NEW KENT	063
BUCKINGHAM	015	NORTHAMPTON	065
CAMPBELL	016	NORTHUMBERLAND	066
CAROLINE	017	NOTTOWAY	067
CARROLL	018	ORANGE	068
CHARLES CITY	019	PAGE	069
CHARLOTTE	020	PATRICK	070
CHESTERFIELD	021	PITTSYLVANIA	071
CLARKE	022	POWHATAN	072
CRAIG	023	PRINCE EDWARD	073
CULPEPER	024	PRINCE GEORGE	074
CUMBERLAND	025	PRINCE WILLIAM	075
DICKENSON	026	PULASKI	077
DINWIDDIE	027	RAPPAHANNOCK	078
ESSEX	028	RICHMOND	079
FAIRFAX	029	ROANOKE	080
FAUQUIER	030	ROCKBRIDGE	081
FLOYD	031	ROCKINGHAM	082
FLUVANNA	032	RUSSELL	083
FRANKLIN	033	SCOTT	084
FREDERICK	034	SHENANDOAH	085
GILES	035	SMYTH	086
GLOUCESTER	036	SOUTHAMPTON	087
GOOCHLAND	037	SPOTSYLVANIA	088
GRAYSON	038	STAFFORD	089
GREENE	039	SURRY	090
GREENSVILLE	040	SUSSEX	091
HALIFAX	041	TAZEWELL	092
HANOVER	042	WARREN	093
HENRICO	043	WASHINGTON	094
HENRY	044	WESTMORELAND	095
HIGHLAND	045	WISE	096
ISLE OF WIGHT	046	WYTHE	097
JAMES CITY CO.	047	YORK	098
KING GEORGE	048		

ALEXANDRIA	101
BEDFORD	140
BRISTOL	102
BUENA VISTA	103
CHARLOTTESVILLE	104
CHESAPEAKE	136
CLIFTON FORGE	105
COLONIAL HEIGHTS	106
COVINGTON	107
DANVILLE	108
EMPORIA	138
FAIRFAX	134
FALLS CHURCH	109
FRANKLIN	135
FREDERICKSBURG	110
GALAX	111
HAMPTON	112
HARRISONBURG	113
HOPEWELL	114
LEXINGTON	137
LYNCHBURG	115
MARTINSVILLE	116
NEWPORT NEWS	117
NORFOLK	118
NORTON	119
PETERSBURG	120
PORTSMOUTH	121
RADFORD	122
RICHMOND	123
ROANOKE	124
SALEM	139
SOUTH BOSTON	133
STAUNTON	126
SUFFOLK	127
VIRGINIA BEACH	128
WAYNESBORO	130
WILLIAMSBURG	131
WINCHESTER	132

TOWNS

CAPE CHARLES	201
COLONIAL BEACH	202
FRIES	203
POQUOSON	205
SALTVILLE	206
WEST POINT	207

SPECIAL ADULT DIVISION CODES

For purposes of VERS reporting, use the following division codes for the corresponding institutions where adult vocational education courses are taught:

Community Colleges

- 820 Blue Ridge Community College
- 821 Central Virginia Community College
- 822 Dabney S. Lancaster Community College
- 823 Danville Community College
- 824 Eastern Shore Community College
- 825 Germanna Community College
- 826 John Tyler Community College
- 827 Lord Fairfax Community College
- 828 Mountain Empire Community College
- 829 New River Community College
- 830 Northern Virginia Community College
- 831 Patrick Henry Community College
- 832 Paul D. Camp Community College
- 833 Piedmont Community College
- 834 Rappahannock Community College
- 835 J. Sargeant Reynolds Community College
- 836 Southside Virginia Community College
- 837 Thomas Nelson Community College
- 838 Tidewater Community College
- 839 Virginia Highlands Community College
- 840 Virginia Western Community College
- 841 Wytheville Community College
- 842 Southwest Virginia Community College

Colleges and Universities

- 870 Longwood College
- 871 Madison College
- 872 George Mason College
- 873 Medical College of Virginia
- 874 Christopher Newport College
- 875 Norfolk State College
- 876 Old Dominion University
- 877 Radford College
- 878 Richard Bland College
- 879 University of Virginia
- 880 Clinch Valley College
- 881 Virginia Commonwealth University
- 882 Virginia Military Institute
- 883 Virginia Polytechnic Institute and State University
- 884 Virginia State College
- 885 College of William and Mary
- 886 Mary Washington College

State Agencies

- 903 State Police Administration Headquarters

Adult Correctional Institutions

- 980 Bland Correctional Farm
- 981 Virginia State Penitentiary
- 982 Virginia State Farm for Men
- 983 Southampton Farm
- 984 Virginia State Industrial Farm for Women (Goochland)
- 985 Prince George Federal Reformatory
- 986 Wise Correctional Unit at Coeburn, Virginia

Institutions for the Handicapped

- 940 Children's Rehabilitation Center
- 941 Lynchburg Training School and Hospital
- 943 Petersburg Training School
- 944 Reception and Training School
- 945 Virginia School at Hampton
- 946 Virginia School at Staunton
- 947 Woodrow Wilson Rehabilitation Center
- 948 Virginia Treatment Center
- 949 DeJarnette Center

Appendix C

Virginia Vocational Education Follow-Up Forms

VERS 4.3 - Secondary Students

VERS 6.2 - Adult Preparatory Students

VIRGINIA STATE DEPARTMENT OF EDUCATION VIRGINIA VOCATIONAL EDUCATION FOLLOW-UP FORM VERS 4.3

DIRECTIONS: This form contains six groups of questions. Start answering the questions in Group I. Where circles ☐ are provided, blacken completely ☒ the circle beside your answer. When an answer requires writing, write only in the box following the question. Stay within the box. Please answer all questions in a group until you are instructed to move forward. Use No. 2 pencil. Erase errors completely. Do not make any stray marks. Do not fold, roll, staple, clip, or mutilate this form. Use the large self-addressed envelope to return the completed form.

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

DO NOT WRITE OR MARK
IN THIS AREA

GROUP I

- 1.1 What was your major vocational program in high school?
- ☐ Agricultural Education
 - ☐ Business Education
 - ☐ Distributive Education
 - ☐ Home Economics Education
 - ☐ Trade and Industrial Education
 - ☐ Health Occupation Education

- 1.2 If you were to start all over again, what area of education would you select?
- ☐ Same vocational education field
 - ☐ Different vocational education field (specify:)
 - ☐ Non-vocational education field

- 1.3 Were you able to enroll in the vocational education program of your choice?
- ☐ Yes (if you mark "yes", go to item 1.5)
 - ☐ No

- 1.4 What was the major reason that you could not enroll in the vocational education program of your choice?
- ☐ Unavailability of the program
 - ☐ Limitation of the class size
 - ☐ Counselor advised against it
 - ☐ Parents/teacher advised against it
 - ☐ Other reason

GROUP I Continued

- 1.5 What is your present status?
- ☐ In the military service (go to GROUP IV)
 - ☐ Continuing education as a full-time student (go to GROUP IV)
 - ☐ Employed (go to GROUP II)
 - ☐ Unemployed (go to GROUP III)

GROUP II

- 2.1 What is the title of your present job?

Title

- 2.2 How many hours do you work per week?
- ☐ Less than 30 hours
 - ☐ 30 hours or more

- 2.3 How do you like your present job?
- ☐ Like it very much
 - ☐ Like it somewhat
 - ☐ Dislike it somewhat
 - ☐ Dislike it very much

- 2.4 Did you get the job because of vocational training in school?
- ☐ Yes
 - ☐ No

GROUP II Continued

- 2.5 How often do you use the knowledge and skills gained in your major vocational program in school?
- ☐ Frequently
 - ☐ Occasionally
 - ☐ Never

- 2.6 What is the pay per week (before deductions) on your present job?
- ☐ \$50 or under
 - ☐ \$51 - \$75
 - ☐ \$76 - \$100
 - ☐ \$101 - \$125
 - ☐ \$126 - \$150
 - ☐ \$151 or over

GO TO GROUP IV

GROUP III

- 3.1 If you are not employed now are you looking for a job?
- ☐ Yes
 - ☐ No

GO TO GROUP IV

GROUP IV

4.1 How many full-time jobs (30 hours or more per week) have you had since leaving school?

- ☐ None (Go to GROUP VI)
- ☐ One (Go to GROUP V)
- ☐ Two (Go to GROUP V)
- ☐ Three (Go to GROUP V)
- ☐ Four or more (Go to GROUP V)

GROUP V

Information on the first full-time job after leaving high school.

5.1 Was your first full-time job in the occupational area of your major vocational program?

- ☐ Yes (If "yes", go to question 5.3)
- ☐ No

5.2 If your first full-time job was not in the field of training, what was the major reason?

- ☐ Tried, but couldn't find a job
- ☐ Couldn't get into apprentice program
- ☐ Better job came along first
- ☐ Didn't want that type of work
- ☐ Instructor advised against it
- ☐ Other reason (explain):

5.3 What was the title of your first full-time job after leaving school?

5.4 How far from your high school was your first full-time job?

- ☐ 0 - 25 miles
- ☐ 26 - 50 miles
- ☐ 51 - 100 miles
- ☐ 101 - 200 miles
- ☐ more than 200 miles

GROUP V Continued

5.5 Who helped you find your first full-time job? (mark all that apply)

- ☐ Vocational teachers
- ☐ Guidance counselors
- ☐ Other teachers
- ☐ Placement service at school
- ☐ State employment service
- ☐ Relatives
- ☐ Others
- ☐ Found it myself

5.6 If it took longer than you expected to find your first full time job, what was the most important reason?

- ☐ No jobs available in the community
- ☐ Wasn't interested in the jobs available
- ☐ Parents wanted me to stay at home
- ☐ Lacked skills or other qualifications for the jobs available
- ☐ Was too young
- ☐ Got married
- ☐ Went to college
- ☐ Other (specify):

5.7 How well did your vocational training prepare you for your first full-time job?

- ☐ Exceptionally well
- ☐ Well
- ☐ Not too well
- ☐ Poorly

5.8 What was the starting pay per week (before deductions) on your first full-time job?

- ☐ \$50 or under
- ☐ \$51 - \$75
- ☐ \$76 - \$100
- ☐ \$101 - \$125
- ☐ \$126 - \$150
- ☐ \$151 or over

GO TO GROUP VI


GROUP VI

6.1 Please rate your former school on each of the items below.

EXCELLENT	GOOD	FAIR	POOR	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Instructors' ability in teaching
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Teachers' interest in students
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of different vocational education programs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Guidance/counseling service
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Availability of career information
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Information on availability of job opening
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tools and equipment
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Condition of shops/labs
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Condition of school building

If you have specific comments about your vocational training, teachers or school, please write them on a separate sheet of paper and enclose with this form.

THANK YOU FOR YOUR COOPERATION

<p>DIRECTIONS</p> <ul style="list-style-type: none"> • Read the items carefully and mark appropriate answers. • Fill circles completely with heavy black marks. • Use No. 2 pencil only. • Erase errors completely. • Make no stray marks. • Mail the completed form to the address on back. 		
<p>If employed, mark one.</p> <p><input type="radio"/> Civilian employment</p> <p><input type="radio"/> Military employment</p>		<p>If civilian employment, how many hours do you work per week?</p> <p><input type="radio"/> 30 hours or more</p> <p><input type="radio"/> Less than 30 hours</p>
<p>If unemployed, mark one of the following.</p> <p><input type="radio"/> Continuing education</p> <p><input type="radio"/> Seeking work</p> <p><input type="radio"/> Not seeking work</p> <p><input type="radio"/> Other</p>		<p>If civilian employment, how often do you use the knowledge and skills acquired in your adult preparatory training program?</p> <p><input type="radio"/> Frequently</p> <p><input type="radio"/> Occasionally</p> <p><input type="radio"/> Never</p>
<p>NCS Trans-Optic F2789-54321</p>		

APPENDIX D

MANPOWER DEMAND STATE-OF-THE-ART STUDY

STATE-OF-THE-ART OF MAN-POWER DEMAND PROJECTIONS

Following the mandate of the 1963 Act and 1968 amendments, several states developed manpower demand information systems for vocational education. Four states, namely, Oklahoma, Kansas, Minnesota, and Pennsylvania have developed and implemented the manpower demand information system specifically for vocational education planning purposes. Each of the four systems is briefly described in this section. The state of availability of manpower demand information in Virginia is also discussed in this section.

Manpower Demand Information Subsystems in Four States

Oklahoma's Occupational Training Information System (A detailed description of the Oklahoma Occupational Training Information System can be found elsewhere.⁵⁾

The Occupational Training Information System or OTIS is a component of Oklahoma Management Information System. OTIS was developed by the staff of the Manpower Research and Training Center at Oklahoma State University in cooperation with the State Department of Vocational and Technical Education, the Industrial Development and Park Administration, Oklahoma Employment Security Commission and the Association of Private Schools.

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5. Morton, J.B., Occupational Training Information System (OTIS)
In R.L. Morgan, W.L. Ballenger, and J.E.S. Lawrence (Ed)
Management Information Systems for Vocational Education:
A National Overview. Technical Report 1, DASP Division, Center
for Occupational Education, N.C. State University, Raleigh, N.C. 1974.

The objective of OTIS is to develop and initiate a systematic, continuous, and detailed system to provide manpower data by occupation to the administration of the State Department of Vocational and Technical Education.

OTIS prepares two tables namely (1) Net Additional Manpower Requirements Table and (2) Descending ordering of program cluster table. The Net Additional Manpower Requirement table contains information about net manpower requirements for an occupational cluster. A cluster may contain one or more occupations and one or more types of programs. The net manpower requirements in a cluster is obtained by subtracting the total of the 'supply' (registrants and students who have completed the training programs and are available to the labor market) from the 'demand' (job openings". The 'demand' data are collected by the Oklahoma Employment Security Commission Surveying 2,633 industrial firms, hospitals, nursing homes, and government agencies. The 'supply' data are collected by the State Department of Vocational Education. The source of 'supply' data come from State Department of Education (Secondary, Post Secondary, Adult), Private Schools, MDTA, and other federal agencies, State Regents and Oklahoma Employment Security Commission Registrants. The net demand projections are made for 218 occupations for the state and 11 substate planning regions. The system clusters DOT occupational codes and relates them to O.E. program codes. Clusters are then rank ordered by size of positive net demand, in descending order. The descending order information is contained in the Descending ordering of program cluster table.

The Kansas Manpower Utilization System for Training (K-MUST)

Harris has described K-Must in greater detail elsewhere.⁶ The total K-MUST system consists of sixteen subsystems or modules. In essence, K-MUST is the total management information system for Kansas. The manpower demand projection is a module contained in K-MUST. The development of K-MUST was carried out at Kansas State University.

The manpower demand module is aimed at producing manpower needs projections for eleven regions in Kansas and the state as a whole. Projections provide detail on 166 occupations occupational cluster.

The module was first developed after OTIS. It was initially conceived to generate the demand data using an employer survey approach. But later, the approach was modified to follow the Bureau of Labor Statistics Matrix Method A. The idea for the new approach stemmed from the work done in Pennsylvania. Dun and Bradstreet Market Identifiers (R) Employment Security Commission unemployment insurance records, and other readily available sources of information are used to estimate employment by standard industrial classification. "Using factors related to the matrix, an estimate of replacement needs for each occupation is generated. Total manpower needs are the sum of expansion needs and replacement needs." Some of the input data, namely, the Bureau of Labor Statistics matrix and Dun and Bradstreet Market Identifiers (R) are purchased for cash. Other input data, namely, supplemental employment by standard industrial code data and state-level adjustment factors are provided by the state government agencies.

6. Harris, J.L. The Kansas Manpower Utilization System for Training (Manpower Demand Module). In R.L. Morgan, W.L. Ballenger, J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview. Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh, N.C. 1974

Manpower Supply and Demand Determination in Minnesota (The detailed description of the Minnesota manpower demand system has been given by Johnson.⁷⁾)

The manpower supply and demand subsystem was developed by the Minnesota Department of Manpower Services in cooperation with Minnesota Research Coordinating Unit for Vocational Education, and the Minnesota Division of Vocational-Technical Education.

Occupational demand is defined as the 'total number of employment positions in a geographic area'. Unfilled positions are 'the number of new employees needed'. Minnesota Department of Manpower services periodically estimates the total occupational demand. The projected industrial growth in the state, the projected staffing of industries in the nation, and census data on occupational and industrial categories of jobs held by the population in Minnesota are used as data base to estimate the total occupational demand. The average growth or decline in occupational demand for the given occupation and the annual replacement needs are used to estimate unfilled positions. In making the occupational demand estimates, it is assumed that the demand grows or declines at a constant rate. For example, occupational demand for 1972 was calculated by multiplying the average annual growth or decline by four and adding this to the estimated 1968 demand. The unfilled positions is the sum of annual growth or decline in demand plus the annual number of annual replacement positions. Number of annual replacement positions is calculated by multi-

7. Johnson, M.E. Manpower Supply and Demand Determination in Minnesota, In R.L. Morgan, W.L. Ballenger, and J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview. Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh, N.C. 1974.

plying a replacement percentage by the occupational demand in the last time period.

The demand information is available on a state wide basis and metropolitan-area basis as well as by eleven economics region. Expansion and replacement needs are projected by O.E. Codes and instruction programs.

Manpower Forecasting in Pennsylvania

Senier and Franchak discussed the Pennsy manpower forecasting system at the National Symposium on MIS for Vocational Education.⁸

The objective of the subsystem is to provide accurate manpower supply/demand information for occupational education planning. The initial supply/demand model was conceived by the staff at the State Division of Vocational Education. The model took into account two essential variables namely industry characteristics (industry shifts, growth rates, wage structure, and skill requirements) and population characteristics (birth rates, death rates, natural increase and migration). Later the model was refined and modified considerably. The present model considers total supply, projected employment by occupations and withdrawal rates to make annual unmet demand projection. The total supply data are collected from 10 different sources which include State education agencies, MDTA and State Retraining Act. The data on projected employment by occupation are supplied by National Planning Association. The employment data are based on existing labor and industry information and recent

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8. Senier, J. and S. J. Franchak, Manpower Forecasting in Pennsylvania. In R. L. Morgan, W. L. Ballenger, and J. E. S. Lawrence (Ed.) Management Information Systems for Vocational Education: A National Overview Technical Report 1, DASP Division, Center for Occupational Education, N. C. State University, Raleigh, N.C. 1974.

census data. Withdrawal rates are computed using trend analysis outlined in Tomorrow's Manpower Needs, Volume I (U.S.D.L. 1969). Projected employment and annual average growth data by occupation, by industry for Pennsylvania and its 48 labor market areas.

State of Manpower Demand Data in Virginia

There are three state agencies who collect and disseminate manpower demand information. They are (1) Division of State Planning and Community Affairs, 2) Research Section of Virginia Division of Industrial Development and 3) Virginia Employment Commission. Information available through these three agencies are analysed in this section.

Division of State Planning and Community Affairs:

This state agency has published projections and economic base analysis for (1) the Lynchburg Metropolitan Area (January 1973), (2) Norfolk, Virginia Beach, Portsmouth Metropolitan Area (December 1971), (3) Buckingham County (August 1972), (4) Rappahannock County (May 1972), (5) Richmond Metropolitan Area (August 1972), and (6) Petersburg, Colonial Heights, Hopewell Metropolitan Area (February 1972).

These studies present data on historical, current, and projected employment and its relationship to population and income. Total employment is divided into its major industry sub components which are then separately projected to 1980. Populations are also projected. The present and historical general economic conditions of the area; industrial development considerations; work force commuting patterns; agricultural trends; retail and wholesale trade developments; present and planned highway, air and rail facilities; recreational, commercial, and residential development; land use and settlement patterns; population density and considerations; natural increase rates; and migration rates were used in making employment

and population projections. Specific projections are made for population, -- labor force by phase of work (including military, unemployment, employment) by place of work (including military for years 1950, 1960, 70S and 1980).

The employment data are broken into Basic Employment which includes agriculture, banking and insurance, higher education and private schools, medical services, non-local retail trade and services, state government, trucking, utilities, and manufacturing, and Supporting Employment. A copy of projections and economic base analysis for the Lynchburg Metropolitan Area can be found in Appendix A.

Discussion and Critique:

The information produced by the Division of State Planning and Community Affairs is based on gross figures. As such, it can be of little value to vocational education planners. Total employment figure is projected, but no net demand is shown. The break down of the employment figure by occupation is not sufficient for use in vocational education program planning process, because it is very difficult to relate the occupations to vocational education programs.

Research Section of Virginia Division of Industrial Development

Findings of the studies conducted by the Research Section of Virginia, Division of Industrial Development have appeared regularly every year since 1971,^{9,10,11,12} in Virginia Economic Review. The study that is directly related to manpower projection is the one published in 1974.¹² Specifically the table containing occupational openings for growth and for replacement, Decade of 1970's and year 1975. A copy of the table can be found in Appendix B. Projections are made using the BLS method described by Altman.¹³ Employment number for 1975 and 1980, number of job openings for growth for 1970-1980 decade and 1975, job openings for replacement for 1975 and total job openings are projected by eleven occupational groups.

Employment projections for 1980 and percentage of change are made for basic type and servicing type occupations. The figures are given in Appendix C. The source of these data is the U. S. Census of Population, 1970.

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9. Holm, E. Factors behind the Changes in Virginia's Geographic Distribution of Population. The Virginia Economic Review December, 1971.
 10. Holm, E. Virginia's Third Straight Decade of High Employment Growth. The Virginia Economic Review, October, 1972.
 11. Holm, E. and T.A. Kelly, Virginia's Expanding Labor Supply for the '70's. The Virginia Economic Review, August 1973.
 12. Holm, E., Comparing Occupational Growth with Education Trends in Virginia. The Virginia Economic Review, August 1974.
 13. Altman, J. The United States Economy in 1985. An overview of BLS projections. Monthly Labor Review, Vol. 96 3-7, December, 1973.

Discussion and Critique:

The above mentioned studies are conducted mainly for industrial development and planning purposes. They reflect industrial growth in the State of Virginia as a whole. Projections are not made for localities. Use of the information for vocational education planning purposes is limited. Projections are made for very broad occupational areas. It would be difficult to relate these broad occupations to vocational education programs.

Virginia Employment Commission Reports.

A publication on 'Manpower',¹⁴ by the Research Statistics and Information Section of the Division of Virginia Employment Commission contains pertinent information for vocational education planning. This information relates to some high demands jobs in Virginia for the 1970's, which is given in Appendix D. Demand is defined as 'increase in employment plus replacement needs'. The method used in making the projections is explained in the publication.

Every year the Manpower research section of the Virginia Employment Commission prepares an annual report on State and Selected areas occupational requirements for vocational education. The report is usually published in November.¹⁵ (The 1974 report did not come out yet when this proposal was written). Projections are made for several occupations for several localities. The demand projections are based on 'want ad' sections of

14. Virginia Employment Commission: Manpower. Goals for Virginia in the 1970's. January, 1970.

15. Virginia Employment Commission. Annual Report on State and Selected Areas Occupational Requirements for Vocational Education, prepared by A. S. Wagner, Jr., November 1973.

several newspapers for the period of two weeks. A copy of projections is given in Appendix E.

The Virginia Employment Commission surveyed employers in Lynchburg Metropolitan Area¹⁶ and Fredericksburg Metropolitan Area¹⁷ to estimate demands for the next two and four years. The survey was conducted to provide information on current employment and the future demand for specific types of non-agricultural workers in the survey area. The survey was confined mainly to occupations requiring at least one year of special education or formal training, or the equivalent in apprenticeship or on-the-job training. The survey finding for the Fredericksburg Metropolitan Area is given in Appendix F. The 'total demand' figure represent current employment plus growth and replacement needs. 'Net demand' is obtained by subtracting the number of people who will receive on-the-job training from the "Total Demand".

Projecting the demand using the employer survey method is similar to OTIS of Oklahoma. A major criticism against this method is that 'true' picture is never obtained because the normal tendency on the part of an employer is to precast employment growth in the organization and hide declining employment. Agricultural occupations are completely omitted by these surveys. Survey results are available only for Lynchburg Metropolitan Area and Fredericksburg Metropolitan Area. The surveys are not done every year, so, yearly data are not available. Additionally, the survey method is very expensive, and serve very weak data base.

16. Virginia Employment Commission. Manpower and Training Needs Survey Lynchburg Metropolitan Area, April 1972. December 1972.

17. Virginia Employment Commission Manpower and Training Needs Survey, May, 1974. Fredericksburg Metropolitan Area.

Among all available data in Virginia, the most suitable is the publication by the interim manpower projections program. The program is financed by the Bureau of Labor Statistics, U.S. Department of Labor, and conducted by a consulting firm located in the Western part of the United States. The report is available through the Virginia Employment Commission.

Manpower projections have been made for the State of Virginia, Newport News area, Norfolk, Richmond, and D.C. SMSA which includes sections of Northern Virginia. The BLS matrix approach is used in making the projections. Hence it is similar to demand module of K-MUST. Total job openings in 1976 are projected for 325 occupational titles. Total job openings is the total of openings due to growth and openings due to labor force separations. A copy of statewide manpower need projections is included in Appendix G. Projections are done on a sound data base. Projections are more reliable than any other data available in Virginia.

The projections were derived from a computer application of regression analysis to historical time series data that included the years 1958-1972. These figures were then adjusted to national industry employment levels. Also, these estimates are based on place of work. However, there are certain limitations of the data. The 1970 census definitions are used to define the metropolitan areas. Since that time, many metropolitan areas have been redefined. The data are not adjusted to meet the new definitions. Further, the data have not been adjusted in any way to reflect cyclical fluctuations or known occurrences that have taken place since 1972 or that will have taken place by 1980, such as the energy crisis. A detail description of the sources and limitations of

the projection data is given in a letter to this proposal writer by the chief of manpower research, Virginia Employment Commission. The letter can be found in Appendix II.

APPENDIX A

ECONOMIC BASE ANALYSIS WITH PROJECTIONS -
THE LYNCHBURG METROPOLITAN AREA (VIRGINIA)

APPENDIX B
OCCUPATIONAL OPENINGS FOR GROWTH AND FOR REPLACEMENT,
VIRGINIA, DECADE OF 1970's and YEAR 1975

Occupational Openings for Growth and for Replacement, Virginia, Decade of 1970's and Year 1975

Occupational Groups	1970	1975	1980	Job Openings for Growth Number		% Change		Job Openings for Replacement 2% of 1975 Employment	Total Job Openings 1975
	Employment Actual	Employment Projected	Employment Projected	1970-80 Decade	Annual 1975	1970-80 Decade	Annual 1975		
Total	1,714,240	1,917,700	2,121,100	406,900	40,700	23.7	2.2	38,400	79,000
Professional & Technical	274,618	328,200	381,600	106,800	10,700	38.8	3.3	6,600	17,300
Managers & Administrators	106,148	162,200	178,200	32,000	3,200	21.9	2.0	3,200	6,400
Sales Workers	111,620	124,500	137,400	25,800	2,600	23.1	2.1	2,500	5,100
Clerical Workers	307,218	358,100	408,900	101,700	10,200	33.1	2.9	7,200	17,300
Craftsmen	244,206	269,800	293,300	49,000	4,900	20.1	2.0	5,300	10,200
Operations, except Transport	224,825	248,700	272,600	47,700	4,800	19.5	1.8	5,000	9,700
Transport Equipment Operators	61,586	75,600	81,600	12,000	1,200	17.2	1.6	1,500	2,700
Nonfarm Laborers	82,808	82,800	82,800	-	-	-	-	1,700	1,700
Farm Workers	45,807	41,600	37,400	-8,400	-800	-18.3	-2.0	800	-
Service Workers Except Private Household	171,259	194,200	217,200	45,900	4,600	26.8	2.4	3,900	8,500
Private Household Workers	35,845	33,000	30,200	-5,600	-600	-15.7	-1.7	700	100

NOTE: See note to Table 1 for comparability of data from one table to another.

Source: 1970 employment from U.S. Census of Population, Virginia, Detailed Characteristics, Table 180, for population 18 years old and over. In this table the Census allocated those not reporting an occupation to an occupational grouping. For explanation of projections see text.

APPENDIX C

VIRGINIA'S BASIC-TYPE AND SERVICING-TYPE EMPLOYMENT,
1970 and PROJECTIONS FOR 1980

Virginia's Basic-Type and Servicing-Type Employment, 1970
and Projections for 1980

	1970		1980		% Change 1970-1980	
	Employment	% Employed Labor Force	Projected Employment	% Employed Labor Force	For Decade	Annual Average
Basic-Type						
Agriculture	53,444	2.8	43,400	1.8	-18.8	-2.0
Fisheries and Forestry	3,818	.2	3,800	.2	.	.
Manufacturing	364,222	19.3	466,000	20.9	27.9	2.5
Federal Government:						
Military	175,629	9.3	150,000	6.7	-14.6	-1.4
Civilian	193,122	10.6	219,000	9.8	10.5	1.0
Mining	17,067	.9	20,000	.9	17.2	1.6
Rail Transportation	19,059	1.0	19,000	.9	.3	.
Ports, other than Rail	11,024	.6	12,000	.5	8.9	.9
Travel Trade	52,000	2.8	65,000	3.0	26.9	2.4
Total of above	894,385	47.5	999,200	44.7	11.3	1.1
Servicing-Type	992,494	52.5	1,239,800	55.3	24.9	2.3
Employed Labor Force	1,886,879	100.0	2,239,000	100.0	18.5	1.7
Employed Civilian Labor Force	1,714,250		2,089,000		21.9	2.0

Note: The reader may notice slight differences in 1970 employment for the same industry or occupation in Virginia as he moves from Tables 1, 3, 4, 7, and 9. All data come from the same 1970 Census of Population, but in Tables 1, 4, and 9 the data are for those 16 and over and a person has been allocated to an industry or occupation where failing to be reported. In Tables 3 and 7 the data are for persons 14 and over and those not reporting an industry or occupation are not allocated. Also in Table 1 some 20,000 federal civilian workers are subtracted from manufacturing to prevent duplication.

Source: 1970 figures appeared in Virginia Economic Review, October 1972, and are mainly from the U.S. Census of Population, 1970, "Social and Economic Characteristics - Virginia." Basis for projecting 1980 figures given in the text of this article.

APPENDIX D

SOME HIGH DEMAND JOBS IN VIRGINIA FOR THE 1970's

SOME HIGH DEMAND* JOBS IN VIRGINIA FOR THE 1970's

	INDICATED TOTAL DEMAND* 1970's		INDICATED TOTAL DEMAND* 1970's
PROF. & TECH.		CRAFTSMEN	
ACCOUNTANTS & AUDITORS	6,900	BRICKLAYERS	2,200
CHEMISTS	1,500	CARPENTERS	7,300
DRAFTSMEN	2,800	ELECTRICIANS	5,500
ENGINEERS, TECH.		MACHINISTS	2,100
Civil	3,400	MECHANICS, AUTOMOTIVE	7,900
Electrical	4,100	PLUMBERS/PIPEFITTERS	4,800
Industrial	2,800	SHEET METAL WORKERS	2,100
Mechanical	2,400		
LIBRARIANS	2,100	OPERATIVES	
NURSES, PROFESSIONAL	14,000	DRIVERS, BUS, TRUCK, TRACTOR	14,500
TEACHERS (ELEM. & SEC.)	36,900	SEWERS & STITCHERS	9,600
TECHNICIANS		WELDERS	4,500
Elec. & Phys. Sci.	8,000		
Engineering	3,500	SERVICE WORKERS	
Medical & Dental	5,600	ATTENDANTS, HOSPITAL	14,800
CLERICAL		FIREMEN	2,700
ACCTG. CLERKS	10,200	NURSES, PRACTICAL	6,800
SECR./STENO,	13,200	POLICEMEN	5,600
TYPISTS	13,200		

*rise in employment plus replacement needs.

APPENDIX E
EMPLOYMENT OPPORTUNITIES IN VIRGINIA

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Bureau Budget No.

Page

1. State

Virginia

2. Date Report Prepared
Mo. Day Year
1 1 72

3. Unfilled Openings Data Refer to
Months Ending Mo. Day Year
3 3 72

4. Geographic Coverage (Check one)
a. Entire State b. Area Only

5. Area Name if From Only
Entire State

6. Political Subdivision(s) within Area (Use reverse side if additional space is necessary.)

Entire State

7. Type of Data (Check one)
a. Actual ES Unfilled Openings b. ES Unfilled Openings Inflated to Total Current Job Opportunities

Code	Title (Abbreviate if necessary)	Vocational Education Instructional Program Code	Annual Range in Number	Unfilled Openings 30 Days or More Annual Average			National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline	Comments
				Number	Per Cent of Total	Number Range Anticipated in Next FY		
A	Professional & Technical Occupations	C	D	E	F	G	H	I
0			1/	*	2/	**		
003.181.010	Electrical Technician	16.0107	2-4 (6)	2	16.7	35-45	Rapid	In the area of Professional and technical occupations, employment opportunities for drafts are expected to be favorable through 1970's. Employment of draftsmen is expected to rise rapidly as a result of the increasingly complex design problems of modern products and processes. A continued rapid expansion of employment in the health field is expected through the 1970's, although the rates of growth will differ considerably (cont. on next page)
003.181.014	Electronic Technician	16.0108	1-4 (9)	3	21.4	110-135	Rapid	
003.281.010	Draftsman, Electrical	16.99	1-3 (7)	2	18.2	40-50	Rapid	
003.281.026	Instrumentation Technician	16.0112	-	-	-	10-15	Rapid	
005.281.018	Draftsman, Structural	17.13	2-16 (3)	9	42.9	50-60	Rapid	
007.181.026	Mech. Engineering Tech.	16.0113	1-2 (6)	2	22.2	5-20	Rapid	
007.281.014	Draftsman	17.13	14-15 (10)	15	38.5	75-85	Rapid	
017.281.046	Draftsman, Mechanical	17.13	16-17 (6)	17	43.6	50-65	Rapid	
018.188.026	Surveyor	17.13	1-2	2	66.7	25-35	Rapid	
020.188.026	Programmer	INA	1-2 (11)	2	14.3	30-40	Rapid	
022.281.014	Data Processing	14.02	1-19 (16)	10	27.8	70-90	Rapid	
070.108.086	Chemical Lab. Technician	16.105	-	-	-	20-35	Rapid	
075.378.014	Radiologist	07.0501	1-2	2	66.7	10-15	Rapid	
078.163.014	Nurse, General Duty	07.0301	34-37 (36)	36	33.6	480-510	Rapid	
078.281.014	X-Ray Technician	07.0501	1-2 (4)	2	28.6	60-70	Rapid	
078.381.010	Medical Technician	07.0299	1-2 (14)	2	11.8	55-80	Rapid	
079.378.010	Medical Lab. Assistant	07.0203	1-2 (8)	2	18.2	80-100	Rapid	
	Dental Assistant	07.0101	2-3 (20)	3	12.0	105-125	Rapid	

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U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No. 4

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOBS OPENINGS - UNFILLED OPENINGS APPROACH

Page 7

1. State Virginia	2. Date Report Prepared Mo. Day Year 11 - 72	3. Unfilled Openings Data Refer to 12 Months Ending Mo. Day Year 3 - 72	4. Geographic Coverage (Check one) <input checked="" type="checkbox"/> a. Entire State <input type="checkbox"/> b. Area Only	5. Area Name if Not a Only Entire State
----------------------	--	---	---	--

6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.)

Entire State

7. Type of Data (Check one)
☒ a. Actual ES Unfilled Openings
☐ b. ES Unfilled Openings Inflated to Total Current Job Opportunities
☐ c. All Current Job Opportunities (From sample survey of employer job vacancies)

Code	Title (Abbreviate if necessary)	Vocational Education Instructional Program Code	Unfilled Openings 30 Days or More			National Growth to 1980	Comments
			Annual Average	Per Cent of Total	Number Range Anticipated in Next FY		
A	B	C	D	E	F	G	H
079.378.026	Nurse, Licensed Practical	07.0302	1/ 22-52 (21)	37	2/ 38.9	470-500	Rapid
157/158	Managerial Occupations						
160.188.038	Auditor	14.01	1-2 (7)	2	20.0	45-55	Moderate
160.288.018	Estimator	14.01	1-2 (4)	2	28.6	35-50	Moderate
162.158.038	Buyer	04.12	1-2 (2)	2	40.0	20-25	Moderate
162.158.102	Purchasing Agent	04.12	1-51 (4)	26	46.4	20-80	Rapid
163.118.026	Manager, Sales	14.08	1-2 (12)	2	13.3	45-70	Rapid
168.168.050	Credit Manager	14.0899	- (3)	-	-	40-55	Rapid
169.168.062	Manager, Office	14.0805	1-2 (36)	2	5.1	75-85	Rapid
169.188.014	Underwriter	04.13	1-2 (6)	2	22.2	10-15	Moderate
183.118.010	Manager, Branch	04.17	1-2 (11)	2	14.3	45-55	Rapid
184.168.114	Warehouse Manager	04.19	- (14)	-	-	55-65	Moderate
185.168.046	Manager, Merchandising	04.12	- (4)	-	-	25-35	Moderate
185.168.054	Manager, Retail Trade	04.08	1-2 (17)	2	10.0	150-175	Moderate
186.118.014	Controller	04.04	1-2 -	2	66.7	10-15	Moderate
186.168.010	Bank Cashier	04.04	- (4)	-	-	30-35	Moderate
187.168.126	Restaurant Manager	04.07	7-10 (9)	9	34.6	125-135	Moderate
189.168.018	Manager Trainee	14.08	25-30 (84)	28	20.1	430-480	Moderate

1/1. 2/1. Footnotes on back of page 11

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EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

1. State Virginia		2. Date Report Prepared Mo. Day Year 11 72		3. Unfilled Openings Data Refer to 12 Months Ending Mo. Day Year 3 72		4. Geographic Coverage (Check one) <input checked="" type="checkbox"/> a. Entire State <input type="checkbox"/> b. Area Only		5. Area Name if Area Only Entire State	
6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.) Entire State						7. Type of Data (Check one) <input checked="" type="checkbox"/> a. Actual ES <input type="checkbox"/> b. ES Unfilled Openings <input type="checkbox"/> c. All Current Job Opportunities (From sample survey employer job vacancies)			
Dictionary of Occupational Titles						Unfilled Openings 30 Days or More			
Code	Title (Abbreviate if necessary)	Vocational Education Instructional Program Code	Actual Range in Number	Per Cent of Total	Number Range Anticipated in Next FY	National Growth to 1980		Comments	
						a. Rapid b. Moderate c. Slow d. None e. Decline	H		
2	Clerical & Sales	C	D	F	G	H	I		
201.368.018	Secretary	14.0702	29-30 (195)	76.8	950-975	Rapid	Individuals quali		
202.388.014	Stenographer	14.0703	21-36 (23)	41.3	885-900	Rapid	in the clerical o		
202.388.022	Stenotypist	14.07	1-2 (5)	37.5	25-30	Rapid	occupations cat		
206.388.022	Clerk, File	14.03	1-2 (20)	13.0	505-515	Rapid	are in great dem		
207.782.026	Off-Set Duplicating Mach. Operator	14.0301	-	-	50-65	Rapid	throughout the s		
207.885.010	Duplicating Mach. Oper.	14.0301	-	-	40-50	Rapid	Employment in i		
209.388.022	Clerk-typist	14.0901	61-63 (71)	31.8	650-1500	Rapid	clerical occupat		
209.688.034	Proofreader	14.0399	(2)	-	35-40	Rapid	is expected to in		
210.388.022	Bookkeeper	14.0102	4-9 (76)	7.9	500-530	Moderate	rapidly through		
211.458.010	Cashier, Clerical II	04.08	3-13 (62)	10.3	510-530	Rapid	1970's. Employ		
212.368.010	Bank Teller	14.0105	2-3 (35)	7.5	190-200	Rapid	turnover is esp		
213.382.018	Computer Operator, Digit. EM Tabulating Mach. Op.	14.0201	1-2 (6)	22.2	65-100	Rapid	high among cler		
213.582.010	(Keypunch, Verifier, Sort- er, Etc.)	14.020201	16-22 (2)	47.5	460-525	Rapid	workers because		
215.388.010	Bookkeeping Machine Oper.	14.0104	1-3 (4)	25.0	205-225	Rapid	of the women wh		
215.488.010	Payroll Clerk	14.0104	1-2 (3)	33.0	135-145	Moderate	this type of wor		
219.388.066	Clerk, General Office	14.0303	17-18 (129)	11.0	175-950	Rapid	their jobs to car		
219.388.210	Rate Clerk, Motor Trans.	14.01	1-2 (3)	33.3	30-35	Rapid	their families. C		

1/. **, 2/. **, Footnotes on back of page 11

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1 - LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

1. State Virginia		2. Date Report Prepared Mo. Day Year 11 - 72			3. Unfilled Openings Data Refer to 12 Months Ending Mo. Day Year 3 - 72			4. Geographic Coverage (Check one) a. Entire State b. Area Only			5. Area Name if Area Only Entire State		
6. Political Subdivision(s) Within Area (Use reverse side if additional space is necessary.)								7. Type of Data (Check one) a. Actual ES Unfilled Openings b. ES Unfilled Openings c. All Current Job Opps. Inflated to Total Current Job Opportunities (From sample survey; employer job vacancy)					
Dictionary of Occupational Titles								Unfilled Openings 30 Days or More					
Code	Title (Abbreviate if necessary)	Vocational Education Instructional Program Code	Annual Range in Number	Actual Average		Per Cent of Total	Number Range Anticipated in Next FY	National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline	Comments				
				Number	F								
A	B	C	D	E	F	G	H	I					
219.388.274	Timekeeper	14.01	1/ -	-	2/ -	45-55	Moderate	388.022), Bookk					
219.498.010	Accounting Clerk	14.0303	1-2 (37)	2	5.0	225-230	Moderate	and acc					
222.387.026	Clerk, Shipping & Receiving	14.0503	4-5 (16)	4	16.0	370-390	Slow	(210.388.022 ar					
223.387.054	Auto Parts Clerk	INA	1-4 (10)	3	20.0	130-155	Moderate	488.010 respect					
223.387.058	Clerk, Parts Order, Motor Transp.	INA	- (2)	-	-	20-25	Moderate	There is a cont					
223.387.094	Clerk, Stock	INA	2-3 (36)	3	7.3	635-670	Moderate	demand for ind					
230.878.022	Messenger, Clerical	14.0405	5-6 (1)	6	50.0	90-140	Moderate	with sales exper					
235.862.022	Switchboard Operator	14.0401	6-7 (9)	7	31.8	280-305	Moderate						
237.368.038	Receptionist	14.0406	2-3 (112)	3	2.6	250-275	Rapid						
241.168.010	Claim Adjuster	04.13	- (11)	-	-	40-45	Moderate						
250.258.014	Salesman, Insurance	04.13	126-131 (27)	129	45.4	625-655	Moderate						
250.358.026	Real Estate Salesman	04.17	1-2 (27)	2	6.7	90-100	Moderate						
258.358.010	Salesman, Advertising	04.01	1-12 (5)	7	38.9	35-45	Moderate						
298.051.010	Display Man	04.01	- (6)	-	-	35-45	Moderate						
299.138.022	Dept. Manager, Retail Establishment	04.08	2-3 (14)	3	15.8	165-175	Moderate						
3	Service Occupations												
306.878.010	Maid, General	09.0205	88-138 (26)	113	44.8	800-3500	Moderate						
311.878.010	Bus Boy	17.2904	1-4 (19)	3	12.5	335-360	Slow						

1/; *, 2/. ** Footnotes on back of page 11

U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No. 44-R1

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HAND-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Page 5 of

1. State		2. Date Report Prepared		3. Unfilled Openings Data Refer to 12		4. Geographic Coverage (Check one)		5. Area Name if Area Only		6. Type of Data (Check one)		7. Type of Data (Check one)		8. All Current Job Opportunities (From sample survey of employer job vacancies)	
Virginia		Mo. Day Year 11 - 72		Mo. Day Year 3 - 72		a. Entire State <input type="checkbox"/> b. Area Only <input type="checkbox"/> c. Entire State if Area Only		Entire State		a. Actual ES Unfilled <input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities <input type="checkbox"/> c. All Current Job Opportunities (From sample survey of employer job vacancies)		a. Actual ES Unfilled <input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities <input type="checkbox"/> c. All Current Job Opportunities (From sample survey of employer job vacancies)		a. Actual ES Unfilled <input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities <input type="checkbox"/> c. All Current Job Opportunities (From sample survey of employer job vacancies)	
Entire State															
Dictionary of Occupational Titles		Title (Abbreviate if necessary)		Vocational Education Instructional Program Code		Actual Range in Number		Per Cent of Total		Number Range Anticipated in Next FY		National Growth to 1980		Comments	
Code		B		C		D		E		F		G		H	
311.878.058	Waitress	17.2904	1/ 39-59 (207)	49	16.1	200-1475	Rapid	Occupations in the service occupations group are in strong demand. Future employment in service occupations is expected to increase faster than the labor force as a whole as income levels rise and leisure time increases.							
313.381.018	Chef	17.2902	1-2 (2)	2	20.0	30-45	Rapid								
314.381.010	Cook (Hotel & Restaurant)	17.2902	16-20 (42)	18	23.7	430-445	Rapid								
316.781.010	Cook, Short Order	17.2902	11-18 (45)	15	20.3	605-635	Rapid								
316.884.018	Butcher, Meat Cutter	17.2903	2-6 (7)	4	26.7	30-40	Slow								
316.884.022	Meat Cutter	17.2903	2-4 (15)	3	14.3	65-75	None								
317.884.018	Meat Cutter, Apprentice	17.2903	2-3 (1)	-	-	25-70	None								
318.887.010	Pantryman (Salad Girl)	17.2902	2-3 (8)	3	23.1	10-15	None								
319.158.010	Kitchen Helper	17.2999	22-28 (26)	25	32.9	140-200	None								
319.158.010	Housekeeper	09.0205	2-3 (56)	3	4.8	100-1175	Rapid								
319.158.010	Manager, Service Estab.	17.17	2-3 (27)	-	-	25-35	Moderate								
319.371.010	Barber	17.2601	1-2 (14)	2	11.8	190-200	Moderate								
332.271.010	Cosmetologist	17.2602	1-5 (60)	3	4.5	75-90	Moderate								
354.878.022	Nurse, Practical	07.0302	4-13 (17)	9	26.5	115-150	Rapid								
355.878.034	Nurse Assistant	07.0303	1-3 (28)	2	6.3	150-190	Rapid								
355.878.038	Orderly	07.0303	3-4 (4)	3	27.3	210-250	Rapid								
355.878.042	Psychiatric Aid	07.0304	25-27 (1)	26	49.1	210-220	Rapid								
359.878.014	Childcare Attendant	09.0901	7-16 (57)	12	15.0	95-120	Moderate								
361.884.010	Laundryman, Hand	17.16	1-2 (5)	2	25.0	5-10	Slow								
362.782.010	Dry Cleaner	17.16	- (4)	-	-	40-50	Slow								
363.782.018	Presser, Machine	17.16	1-8 (16)	5	20.0	185-230	Slow								
365.881.014	Shoe Repairman	17.3402	1-2	2	66.7	10-15	None								

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EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOBS OPENINGS - UNFILLED OPENINGS APPROACH

Page 6 of 11

1. State		2. Date Report Prepared		3. Unfilled Openings Data Refer to 12		4. Geographic Coverage (Check one)		5. Area Name (If Filled)		6. All Current Job Opportunities (From sample survey of employer job vacancies)			
Virginia		Mo.	Day	Year	Mo.	Day	Year	<input checked="" type="checkbox"/> a. Entire State	<input type="checkbox"/> b. Area Only	Entire State			
		11	72	72	3	72		7. Type of Data (Check one)					
		<input checked="" type="checkbox"/> a. Actual ES Unfilled Openings										<input type="checkbox"/> b. ES Unfilled Openings Indicated to Total Current Job Opportunities	
		Unfilled Openings 30 Days or More											
		Annual Average		Per-Cent of Total		Number Range in Next FY		National Growth to 1980		Comments			
		Annual Range in Number		Number		Per-Cent of Total		Number Range in Next FY		National Growth to 1980			
		Annual Range in Number		Number		Per-Cent of Total		Number Range in Next FY		National Growth to 1980			
		Annual Range in Number		Number		Per-Cent of Total		Number Range in Next FY		National Growth to 1980			
4		Fireman		17.2801		1-2		4		Rapid			
4		Patrolman		17.2802		12-14		13		Rapid			
4		Detective		17.2802		1-2		2		INA			
4		Porter		17.11		35-42		39		Rapid			
4		Janitor		17.11		3-4		4		Moderate			
4		Farming, Fisheries, Forestry and Related Occupations		01.01		1-2		2		INA			
4		Farm Hand, Fruit I		01.01		-		-		INA			
4		Farm Hand, Fruit II		01.05		-		-		INA			
4		Nurseryman		01.0504		1-3		2		INA			
4		Landscape Gardener		01.0504		4-9		7		INA			
4		Groundskeeper		01.0101		1-3		2		INA			
4		Farm Hand, Dairy		01.01		5-7		6		INA			
4		Farm Hand, General		01.01		-		-		INA			
5		Processing Occupations		04.09		1-2		2		INA			
5		Molder, Floor Baker		17.2901		1-2		2		INA			
5		Baker Helper		17.2901		1-2		2		INA			

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1/1, 2/1, ** Footnotes on back of page 11

The demand for individuals in the farming, fishery, forestry and related occupations category is highly seasonal. The farming industry during the harvest season creates a strong demand for short term employment. The working conditions hours & low pay make it difficult to fill many job openings throughout the state.

U.S. DEPARTMENT OF LABOR
Manpower Administration

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1 LABOR DEMAND IN HAND-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Bureau Report No. 48-72

Page 7 of 8

1. State		2. Date Report Prepared		3. Unfilled Openings Data Refer to 12 Months Ending		4. Geographic Coverage (Check one)		5. Area Name if Area Only		6. All Current Job Opportunities (From sample survey of employer job vacancies)	
Virginia		Mo.	Day	Year	Mo.	Day	Year	a. Entire State <input type="checkbox"/> b. Area Only		Entire State	
Political Subdivisions		Within Area (Use reverse side if additional space is necessary.)		Type of Data (Check one)		a. Actual ES Unfilled Openings		b. ES Unfilled Openings inflated to Total Current Job Opportunities		National Growth to 1980	
Future State											
Dictionary of Occupational Titles		Title (Abbreviate if necessary)		Vocational Education Instructional Program Code		Annual Range in Number		Per Cent of Total		Number Range Anticipated in Next FY	
A		B		C		D		E		F	
529.886.010		Production Helper, Food Prep. I		04.06		10-100 (5)	55	21.7	180-430	INA	
6		Machine Trade Occupations									
600.280.030		Machine Setup Operator, Machine Shop		17.2302		19-22 (15)	21	37.5	175-195	Slow	The demand for individuals with machine trade qualifications ranges from slow to rapid. Industrial growth, combined with the relatively long training period involved for many of these jobs contributes to the supply shortages in many occupations in this group.
600.380.026		Machine Shop		17.2302		(2)	-	-	60-70	Slow	
600.381.010		Lay-Out Man, Mach. Shop		17.2302		(2)	2	40.0	25-30	None	
601.280.062		Tool and Die Maker		17.2307		(3)	3	33.3	55-65	Slow	
609.885.026		Machine Operator, Prod.		17.2302		(14)	11	31.4	350-360	Slow	
620.281.010		Air Conditioning Mechanic		17.01		(4)	-	-	65-80	Rapid	
620.281.014		Auto Mechanic		17.0302		(59)	19	19.8	315-320	Moderate	
620.281.034		Brakeman, Auto.		17.0302		(5)	2	25.0	25-30	Moderate	
620.281.046		Construction Equip. Mech.		17.1099		(5)	2	25.0	55-60	Moderate	
620.281.062		Front-End Man		17.1003		(2)	2	40.0	40-50	Moderate	
620.281.070		Truck Mechanic		17.100301		(23)	7	18.9	90-100	Moderate	
620.281.098		Transmission Mechanic		17.0303		(3)	2	28.6	35-40	Moderate	
620.381.010		Auto Radiator Man		17.0302		-	-	-	10-20	Moderate	
620.381.014		Auto Service Mechanic		17.0302		(13)	5	22.7	110-120	Rapid	
623.281.034		Motorboat Mechanic		17.22		(1)	2	50.0	15-20	Slow	
624.281.010		Farm Equipment Mechanic		01.99		(1)	2	40.0	35-40	Slow	

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U.S. DEPARTMENT OF LABOR
Employment Administration

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS

TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOB OPENINGS - UNFILLED OPENINGS APPROACH

Bureau Budget No. 44-1143

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1. State		2. Date Report Prepared		3. Unfilled Openings Data Refer to 12		4. Geographic Coverage (Check one)		5. Area (Check one)		6. All Current Job Opportunities (From sample survey of employer job vacancies)	
Virginia		Mo	Day	Year	Mo	Day	Year	a. Entire State	b. Area Only	c. Entire State	d. All Current Job Opportunities (From sample survey of employer job vacancies)
Entire State		1	1	72	3	72	72	<input checked="" type="checkbox"/> a. Entire State	<input type="checkbox"/> b. Area Only	<input type="checkbox"/> c. Entire State	<input type="checkbox"/> d. All Current Job Opportunities (From sample survey of employer job vacancies)
7. Type of Data (Check one)											
<input checked="" type="checkbox"/> a. Annual ES Unfilled Openings											
<input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities											
8. Unfilled Openings 30 Days or More Annual Average											
9. Type of Data (Check one)											
<input checked="" type="checkbox"/> a. Annual ES Unfilled Openings											
<input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities											
10. Type of Data (Check one)											
<input checked="" type="checkbox"/> a. Annual ES Unfilled Openings											
<input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities											
11. National Growth to 1980											
a. Rapid											
b. Moderate											
c. Slow											
d. None											
e. Decline											
12. Comments											
The anticipated increase in both household and commercial construction during the 1970's indicates a continuing strong demand for those related workers in this occupational group.											
13. Items which repairmen service.											
14. Occupational Titles											
15. Code											
16. Title (Abbreviate if necessary)											
17. Vocational Education Instructional Program Code											
18. Annual Range in Number											
19. Per Cent of Total											
20. Number Range Anticipated in Next FY											
21. National Growth to 1980											
22. Comments											
50.381.030	Upholsterer	17.35	1-4	3	33.3	70-80	Moderate				
50.384.018	Upholsterer, Furniture	17.35	2-3	3	50.0	15-30	None				
50.381.022	Pattern Maker, Garment	17.33	1-3	2	50.0	35-90	INA				
50.384.030	Cutter, Machine, Any Ind.	17.3399	1-8	5	45.5	10-20	Moderate				
50.381.010	Tailor	04.02	1-2	2	50.0	40-50	INA				
50.381.018	Seamstress	09.0202	2-7	5	25.0	105-130	INA				
50.382.090	Sewing Mach. Op., Gar.	17.3399	98-129	114	47.1	520-1650	INA				
50.382.086	Sewing Machine Operator	17.3399	16-68	42	45.7	300-410	INA				
50.385.078	Regular Equipment	17.3399	-	-	-	50-75	INA				
50.385.078	Sewing Machine Operator	17.3399	16-68	42	45.7	300-410	INA				
50.381.010	Structural Steel Worker	17.1022	2-3	3	42.9	35-45	Rapid				
50.381.010	Sheet Metal Worker	17.2305	7-8	8	17.0	235-245	Rapid				
50.381.042	Shipfitter, Ship & Boat	INA	1-3	2	14.3	255-270	INA				
50.381.010	Auto. Body Repairman	17.0301	2-13	7	20.0	100-120	Moderate				
50.384.014	Assembler, Production line	INA	-	-	-	200-280	Moderate				
50.384.018	Welder	17.230602	14-27	21	31.3	265-360	Rapid				
50.384.014	Welder, Combination	17.230603	1-5	3	21.4	190-270	Rapid				
50.384.014	Flame Cutter (scrap burner)	17.230601	1-2	2	25.0	40-45	Rapid				

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U.S. DEPARTMENT OF LABOR
Manpower Administration

Bureau Budget No. 415

EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1 LABOR DEMAND IN HARD-TO-FILL JOBS OPENINGS - UNFILLED OPENINGS APPROACH

Page 10

1. State Virginia 2. Date Report Prepared May 72 3. Unfilled Openings Data Refer to 12 Months Ending May 72 4. Geographic Coverage (Check one) ☒ a. Entire State ☐ b. Area Only ☐ c. Area Name if Area Only

5. Entire State

6. Unfilled Subdivisions (Use reverse side if additional space is necessary.) 7. Type of Data (Check one) ☒ a. Actual ES Unfilled Openings ☐ b. ES Unfilled Openings Inflated to Total Current Job Opportunities ☐ c. All Current Job Opportunities (From sample survey of employer job vacancies)

Entire State

Dictionary of Occupational Titles		Unfilled Openings 30 Days or More Annual Average		Unfilled Openings 30 Days or More Annual Average		National Growth to 1980	
Code	Title (Abbreviate if necessary)	Vocational Education Instructional Program Code	Annual Range in Number	Number	Per Cent of Total	Number Range Anticipated in Next FY	Comments
821.281.102	Lineman	17.1402	1-7	4	2/	70-90	Slow
822.381.026	Lineman, Tel. & Tel.	17.1402	1-5	3	50.0	60-90	Slow
824.281.014	Electrician	17.10 2	1-17	9	18.4	155-190	Rapid
825.381.030	Electrician, Ship & Boat	17.1002	1-2	2	50.0	75-100	Rapid
827.281.014	Electric Appliance Serviceman	17.0201	1-2	2	40.0	40-60	Rapid
828.281.022	Electrician's Mechanic	16.0108	2-8	5	25.0	65-80	Moderate
840.781.018	Painter	17.1005	8-23	16	18.2	290-300	Moderate
842.781.018	Plasterer	17.1006	1-2	2	15.4	45-60	Moderate
844.884.014	Cement Mason	17.1009	8-9	9	39.1	110-125	Rapid
845.781.015	Painter, Automobile	17.0301	-	-	-	20-30	Moderate
850.883.010	Bulldozer Operator	17.100302	1-2	2	28.6	140-150	Rapid
850.883.030	Power Shovel Operator	17.100302	1-2	2	7.4	70-80	Rapid
852.383.042	Heavy Equip. Oper. Const.	17.100302	3-5	4	11.1	140-190	Rapid
860.381.026	Carpenter	17.1001	40-89	65	24.8	510-560	Moderate
861.381.010	Bricklayer	17.1004	12-31	43	53.8	215-260	Moderate
861.781.022	Stonemason	17.1004	-	-	-	10-20	Slow
861.781.038	Tile Setter	17.1004	1-18	10	50.0	55-60	Slow
862.281.018	Oil Burner Installation Serviceman	17.1004	1-2	2	25.0	45-65	Rapid
862.381.042	Pipefitter	17.1007	2-12	7	30.4	80-105	Rapid
862.381.074	Plumber	17.1007	4-9	7	14.9	115-165	Rapid

1. *, 2/. ** Footnotes on back of page 11

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EMPLOYMENT OPPORTUNITIES RELATED TO VOCATIONAL EDUCATION PROGRAMS
TABLE 1: LABOR DEMAND IN HARD-TO-FILL JOBS OPENINGS - UNFILLED OPENINGS APPROACH

1. State Virginia		2. Date Report Prepared Mo. Day Year 11 27 72		3. Unfilled Openings Data Refer to 12 Months Ending Mo. Day Year 3 72		4. Geographic Coverage (Check one) <input checked="" type="checkbox"/> a. Entire State <input type="checkbox"/> b. Area Only <input type="checkbox"/> c. Area Name if Area Only		5. Area Name if Area Only		6. Political Subdivisions (Within Area Use reverse side if additional space is necessary.)		7. Type of Data (Check one) <input checked="" type="checkbox"/> a. Actual ES Unfilled Openings <input type="checkbox"/> b. ES Unfilled Openings Inflated to Total Current Job Opportunities <input type="checkbox"/> c. All Current Job Opportunities (From sample survey of employer job vacancies)		8. National Growth to 1980 a. Rapid b. Moderate c. Slow d. None e. Decline		9. Comments	
Entire State																	
Dictionary of Occupational Titles		Vocational Education Instructional Program Code		Annual Range in Number		Per Cent of Total		Number Range Anticipated in Next FY									
A	B	C	D	E	F	G	H										
863.884.026	Insulation Worker	17.1099	1-4 (7)	3	25.0	90-105	H	Moderate	The demand for truck drivers within the state is anticipated to increase somewhat rapidly throughout the 1970's, as a result of the increased volume of freight that will be carried by motor carrier. The increasing demand for service station attendants, combined with the often (cont. on back of page 17)								
866.381.010	Roofer	17.1010	3-4 (17)	4	16.7	100-180											
869.231.010	Furnace Installer and Repairman, Hot Air	17.0102	- (1)	-	-	20-30											
869.887.042	Furnace Installer and Repairman, Hot Air (helper)	17.0102	- (3)	-	-	30-50											
899.281.010	Maintenance Man, Factory or Mill	17.1099	2-13 (5)	8	40.0	155-160	Moderate										
899.331.010	Maintenance Man, Bldg.	17.10	2-10 (26)	6	15.8	165-200	Moderate										
899.887.014	Maintenance Man, Helper	17.1099	1-2 (10)	2	15.4	170-175	Moderate										
902.883.014	Miscellaneous Occupations																
902.883.014	Dump Truck Driver, Off Highway	04.19	2-15 (17)	9	26.5	220-240	Moderate										
902.883.014	Tank Truck Driver	04.19	1-2 (2)	2	40.0	45-50	Moderate										
904.883.014	Trailer Truck Driver	04.19	11-25 (16)	18	34.6	215-250	Moderate										
905.883.026	Truck Driver, Light	04.19	5-6 (77)	6	6.8	50-1200	Moderate										
915.867.010	Auto. Service Station Attendant	04.16	8-10 (65)	9	10.8	770-810	Moderate										
915.884.014	Tire Repairman	17.0399	2-3 (6)	3	27.3	125-130	INA										

low pay and long hours offered by many of these jobs, result in unfilled openings in most areas of the state.

Footnotes:

1/ Unfilled job openings for 30 days or more

2/ The annual average, number of openings unfilled 30 days or more, as a percentage of annual average total number of unfilled openings in the occupation

* This column is a reflection of the current demand determined from unfilled openings for less than 30 days and an analysis of want ads in area newspapers

** This column is more representative of the overall demand expected for the next fiscal year rather than just the expected unfilled openings for 30 days or more. It is therefore more closely related to inflated E.S. job openings, current job openings and expected job opportunities.

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APPENDIX F
EMPLOYMENT AND JOB OPPORTUNITIES FOR 1975 and 1979

ANTICIPATED EMPLOYMENT AND JOB OPPORTUNITIES IN OCCUPATIONS SURVEYED BY 1975 AND 1979 FOR ALL INDUSTRY GROUPS

Occupations Surveyed	April 1973 Employment		Employment by 1975		Demand by 1975		Employment by 1979		Demand by 1979	
	Total	Female	Total	% Change	Total	% Change	Total	% Change	Total	% Change
Total of All Industry Groups	7,808	3,827	8,753	12.1	1,150	23.1	9,610	23.1	3,176	2.6
Accountant	84	13	103	22.6	21	35.7	114	35.7	44	-
Accounting Clerk	83	53	94	13.3	13	26.5	105	26.5	38	-
Administrative Assistant	130	22	157	20.8	28	23.1	160	23.1	45	-
Adm. Asst. (Medical Services)	9	6	12	33.3	3	77.8	16	77.8	10	-
Alteration Tailor	15	15	15	-	-	-	15	-	2	-
Auditor	23	7	27	17.4	4	17.4	27	17.4	6	-
Auto Body Repairman	48	-	67	39.6	19	62.5	78	62.5	35	-
Automobile Mechanic	213	-	252	18.3	42	36.2	290	36.2	103	-
Auto Parts Clerk	82	-	84	2.4	2	25.6	103	25.6	25	-
Bank Teller	97	82	104	7.2	10	12.4	109	12.4	32	-
Beautician	84	79	99	17.9	17	41.7	119	41.7	55	-
Bookkeeper	246	183	264	7.3	25	13.8	280	13.8	80	-
Bookkeeping Machine Operator	18	16	27	50.0	9	72.2	31	72.2	17	-
Bricklayer	72	-	85	18.1	15	40.3	101	40.3	48	-
Butcher (Meat Cutter)	62	2	65	4.8	6	14.5	71	14.5	18	-
Buyer	64	36	66	3.1	3	9.4	70	9.4	17	-

Cabinet Maker	15	-	18	20.0	4	4	20	33.3	10
Carpenter	239	-	272	13.2	37	16	283	18.4	73
Case Worker/Social Worker	35	33	43	22.9	9	7	48	37.1	21
Cement Finisher	9	-	9	-	-	-	9	-	-
Chef	10	-	18	80.0	8	8	18	80.0	8
Chemist	29	-	31	6.9	2	2	31	6.9	4
Clerk, Credit	61	61	65	6.6	7	-	73	19.7	27
Clerk, General	487	372	543	11.5	75	63	602	23.6	225
Clerk, Payroll	57	53	63	10.5	7	4	67	17.5	24
Clerk, Shipping/Receiving	73	18	91	24.7	18	-	103	41.1	37
Clerk, Statistical	23	17	24	13.2	1	-	24	4.3	5
Clerk, Stock Control	83	23	89	7.2	6	-	98	18.1	22
Clerk-Typist	350	349	419	18.7	84	84	478	36.6	218
Construction Equip. Mechanic	9	-	9	11.1	-	-	9	-	-
Construction Inspector	34	-	35	22.9	3	3	35	2.9	5
Cook	183	118	199	23.7	20	8	210	14.8	59
Credit Manager	27	8	30	11.1	3	-	30	11.1	4
Data Processing Computer Operator	39	9	45	15.4	6	1	51	30.8	14
Data Processing Key Punch Operator	27	24	32	18.5	5	4	35	29.6	13
Data Processing Machine Opr. (Sorter, Verifier, etc.)	20	6	27	35.0	7	-	29	45.0	10
Data Processing Programmer	10	4	10	-	-	-	12	20.0	2
Delinquent Loan Clerk	12	7	16	33.3	4	3	17	41.7	6

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ANTICIPATED EMPLOYMENT AND JOBS OPPORTUNITIES OCCUPATIONS SURVEYED BY 1975 AND 1979
FOR ALL INDUSTRY GROUPS
(CONT'D.)

Occupations Surveyed	April 1973 Employment		Employment by 1975		Demand by 1975		Employment by 1979		Demand by 1979	
	Total	Female	Total	% Change	Total 1/	Net 2/	Total	% Change	Total 1/	Net 2/
Dept. Mgr., Retail Establishment	209	80	217	3.8	12	-	217	3.8	35	
Diesel Mechanic	11	-	15	36.4	4	4	15	36.4	4	
Director, Personnel	28	7	36	28.6	8	8	38	35.7	12	
Draftsman	75	6	90	20.0	15	4	103	37.3	34	
Electrician	150	-	192	28.0	44	30	239	59.3	107	
Electronic Technician	175	2	185	5.7	11	-	193	10.3	27	
Employment Interviewer	21	5	21	-	-	-	21	-	-	
Engineer, Chemical	16	-	16	-	-	-	17	6.3	3	
Engineer, Civil	18	-	18	-	-	-	19	5.6	4	
Engineer, Electrical	7	-	9	28.6	2	2	10	42.9	4	
Engineer, Industrial	12	-	13	8.3	1	1	15	25.0	3	
Engineer, Mechanical	205	-	228	10.7	25	25	267	29.6	84	
Estimator	10	1	12	20.0	2	2	24	40.0	14	
Fireman/Firefighter	25	-	26	4.0	2	-	28	12.0	7	
Heavy Equip. Opr. (Construction)	227	-	231	1.8	7	7	236	4.0	33	
Laboratory Technician	58	43	60	3.4	3	3	63	8.6	16	
Librarian	40	33	45	12.5	6	6	52	30.0	22	

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	26	7	36	-	-	45	25.0	11
Machinist	61	-	80	31.1	20	13	95	55.7
Maint. Man, Factory or Mill	44	-	57	29.5	14	7	62	40.9
Maintenance Mechanic	28	-	46	64.3	18	18	55	96.4
Millerwright	61	-	70	14.8	10	5	70	14.8
Nurse, Practical	187	183	187	-	7	7	196	4.8
Nurse, Registered	208	-	208	-	9	9	217	4.3
Nurse Asst. (Aid or Orderly)	89	57	91	2.2	4	4	97	9.0
Painter	127	-	147	15.7	23	-	155	22.0
Pharmacist	39	-	43	10.3	4	4	46	17.9
Plasterer	13	-	13	-	-	-	13	-
Plumber/Pipefitter	88	-	104	18.2	17	-	121	37.5
Post Office Clerk	47	3	61	29.8	15	5	64	36.2
Post Office, Mail Carrier	37	-	41	10.8	4	-	46	24.3
Purchasing Agent	28	6	34	21.4	6	3	43	53.6
Radio/TV Repairman	13	-	16	23.1	3	-	16	23.1
Refrigeration & Air Conditioning Mechanic	38	-	46	21.1	9	-	56	47.4
Secretary/Stenographer	399	399	463	16.0	83	83	514	28.8
Sewing Machine Operator	389	389	407	4.6	37	15	405	4.1
Sewing Machine Repairman	8	-	10	25.0	2	2	13	62.5
Sheet Metal Worker	29	-	50	72.4	22	19	60	106.9
Surveyor	36	-	36	-	-	-	36	-

ANTICIPATED EMPLOYMENT AND JOB OPPORTUNITIES IN OCCUPATIONS SURVEYED BY 1975 AND 1979
FOR ALL INDUSTRY GROUPS
(CONT'D.)

Occupations Surveyed	April 1973 Employment		Employment by 1975		Demand by 1975		Employment by 1979		Demand by 1979	
	Total	Female	Total	% Change	Total 1/	Net 2/	Total	% Change	Total 1/	Net 2/
Teacher, College or University	152	57	152	-	5	5	152	-	23	2
Teacher, Grammar School	638	577	654	7.2	71	71	766	20.1	274	2
Teacher, High School	452	309	517	14.4	80	80	585	29.4	225	2
Teacher, Vocational	44	17	48	9.1	4	4	56	27.3	16	1
Welder	37	-	50	35.1	14	4	61	64.9	29	1
X-Ray Technician	30	30	33	10.0	4	4	37	23.3	13	1

1/ Growth plus replacement needs.

2/ Growth plus replacement needs minus on-the-job training.

APPENDIX G

INTERIM MANPOWER PROJECTIONS, STATE OF VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

OCCUPATIONAL TITLE	TOTAL JOBS OPENINGS, 1976		OPENINGS DUE TO		OPENINGS DUE TO	
	NUMBER	PERCENT TOTAL	DEATHS	SEPARATIONS	RETIRES	RETIRES
CONSTRUCTION INSPECTOR, PUB	30	.03	4.46	11	19	19
HEALTH ADMINISTRATORS	101	.17	8.04	133	78	78
INSPECTORS, EXC CONSTRUCT PUB	160	.15	5.29	101	50	50
OFFICIALS, ADMINS, PUB	626	.59	3.53	161	465	465
POSTMASTER, AIRMAIL SUPER	20	.03	3.21	-14	43	43
SCHOOL ADMIN, COLLEGE	86	.08	7.34	56	30	30
SCHOOL ADMIN, HIGHER, SECONDARY	164	.16	4.97	51	113	113
OTHER MANAGERS, OFFICIALS, PROPS	6952	6.60	6.24	3690	3262	3262
MUNICIPAL DIRECTORS	29	.03	3.60	1	28	28
MGPS, SUPERINTENDENTS, BLDG	242	.23	9.81	133	109	109
OFFICE MANAGERS, SEC	441	.42	7.24	265	176	176
OFFICERS, PILOTS, PURSERS, SHIP	15	.01	2.41	0	15	15
OFFICIALS OF LOGS, UNIONS	76	.07	5.02	27	49	49
RAILROAD CONDUCTORS	37	.04	2.91	5	32	32
RESTAURANT, CAFE, BAR WORKS	457	.43	5.46	168	289	289
OTHER MGRS, ADMINISTRATORS	5652	5.37	6.28	3008	2564	2564
SALES WORKERS	8162	7.75	6.51	3300	4862	4862
ADVERTISING AGENTS, SALESMEN	94	.09	6.78	60	34	34
AUCTIONEERS	5	.00	5.81	1	4	4
ADMINISTRATORS	57	.05	6.68	13	44	44
HUCKSTERS AND PEDDLERS	220	.21	7.26	85	135	135
INSURANCE AGENTS, BROKERS, ETC	511	.49	4.44	237	274	274
NEWSBOYS	16	.02	1.09	-5	21	21
REAL ESTATE AGENTS, BROKERS	667	.63	8.61	347	320	320
STOCK AND BOND SALESMEN	111	.11	5.94	64	47	47
SALES REPRESENTS, MFG	345	.33	4.44	202	144	144
SALES REPRESENTS, WHOLESALE TRADE	744	.71	5.11	429	315	315
SALES CLERKS, RETAIL TRADE	4323	4.10	7.08	1327	2996	2996
SALESMEN, PETROL TRADE	634	.60	5.48	326	308	308
SALESMEN, MEAT AND CONSR	431	.41	6.93	211	220	220
CLERICAL WORKERS	26028	24.71	8.01	8416	17612	17612
STENOGRAPHERS, TYPISTS, SECDE	11907	11.30	9.84	3696	8211	8211
SECRETARIES, LEGAL	263	.25	10.83	94	169	169
SECRETARIES, MEDICAL	241	.23	11.28	76	165	165
SECRETARIES, OTHER	8695	8.25	10.17	3027	5668	5668
STENOGRAPHERS	107	.10	3.65	-127	234	234
TYPISTS	2601	2.47	9.45	611	1990	1990
OFFICE MACHINE OPERATORS	733	.70	6.35	159	574	574
TYPEWRITING MACHINE OPERATORS	136	.13	9.20	40	96	96
CALCULATING MACHINE OPERATORS	27	.03	6.80	4	23	23
COMPRESSOR, DIELECTRIC EQUIP	224	.22	6.54	154	74	74
REPAIRERS, DIELECTRIC EQUIP	37	.04	7.00	14	23	23
KEYPUNCH OPERATORS	250	.24	9.10	-14	320	320
REPAIRERS, ELECTRIC EQUIP	73	.07	3.45	-4	77	77
OFFICE MACHINE OPERATORS	1382	12.79	4.35	460	922	922
TYPEWRITING MACHINE OPERATORS	737	.70	6.05	101	636	636
REPAIRERS, ELECTRIC EQUIP	231	.23	10.17	105	126	126

STATE OF VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

D C C U P A T I O N A L F I L E	TOTAL JOB OPENINGS, 1976		OPENINGS		OFFICINGS
	NUMBER	PCT. OF TOTAL	QUE TO GROWTH	PCT. OF LEADUP FOR	SEPARATIONS
WORKMENS	2566	7.44	7.44	1614	
CASHIERS	1704	1.62	7.40	1151	
CLERICAL ASSIST, SOC WELFARE	8	.01	9.57	3	5
CLERICAL SUPERVISORS, NEC	291	.28	5.31	125	166
COLLECTORS, BILL AND ACCOUNT	103	.09	7.36	47	53
COMPUTER CLERKS, EXC FND	599	.57	9.43	244	355
DISPATCHERS, STATION, VEHICLE	88	.08	5.52	44	44
EMPLOYERS AND INTERVIEWERS	44	.04	3.21	13	57
ESTIMATORS, INVESTIGATORS, NEC	488	.46	6.52	223	265
EXPERTS, PROD CONTROLLERS	242	.23	5.56	131	111
FILE CLERKS	571	.54	7.69	107	464
INSURANCE ADJUST, EXAM	90	.09	4.70	40	50
LIBRARY ASSISTANTS, ASSISTANT	289	.27	8.48	84	205
MAIL CARRIERS, POST OFFICE	100	.09	1.06	7	93
MAIL HANDLES, EXC POST OFFICE	182	.17	6.64	75	107
MESSAGERS AND OFFICE BOYS	24	.02	2.90	1	25
METER REPAIRS, UTILITIES	16	.02	2.90	10	6
PAYROLL, TIME KEEPING CLERKS	315	.30	7.44	115	200
POSTAL CLERKS	140	.13	2.51	17	157
PROOFREADERS	84	.08	10.15	36	48
REAL ESTATE APPRAISERS	51	.05	7.39	19	18
RECEPTIONISTS	704	.67	9.81	186	518
SHIPPING, RECEIVING CLERKS	348	.33	4.23	166	182
STATISTICAL CLERKS	389	.37	6.19	104	285
STOCK CLERKS, STORE KEEPERS	594	.56	4.65	267	327
TEACHERS AIDES, EXC MONITORS	386	.37	9.33	212	174
TELEGRAPH MESSENGERS	-1	.00	-1.00	-1	0
TELEGRAPH OPERATORS	3	.00	1.14	-6	9
TELEPHONE OPERATORS	706	.67	7.83	102	634
TICKET STATION EXPRESS AGENTS	109	.10	1.97	15	94
WEIGHERS	52	.05	4.12	8	44
MISC CLERICAL WORKERS, NEC	1122	1.07	8.58	495	627
CRAFTSMEN, FURNITURE, KIDNEY	11201	10.63	4.20	6202	4999
CONSTRUCTION CRAFTSMEN	4206	3.97	4.62	2449	1757
CARPENTERS	1250	1.19	4.71	589	661
CARPENTERS APPRENTICES	4	.00	2.71	4	0
BRICKMASTERS AND STONEMASTONS	259	.25	4.25	162	47
BRICK, STONE, CONCRETE APPRENTICES	-1	.00	-1.00	-1	0
CEMENT AND CONCRETE FINISHERS	130	.12	4.59	93	37
ELECTRICIANS	149	.14	6.20	110	39
ELECTRICIANS APPRENTICES	643	.61	4.57	414	229
EXCAVATING, GRADING, MACH OP	32	.03	4.14	29	3
FLOOR LAYERS, EXC TILE SETTERS	420	.40	5.24	306	114
PAINTERS, COATINGS, MAINT	39	.04	4.05	28	11
PAINTERS APPRENTICES	363	.34	3.51	176	247
PAINTERS APPRENTICES	0	.00	.00	0	0
PLASTERERS	42	.02	7.32	10	14
PLASTERERS APPRENTICES	29	.03	3.13	12	17
PLASTERERS APPRENTICES	0	.00	.00	0	0

OCCUPATIONAL TITLE	TOTAL JOBS		GROWTH, 1976		OPERATIONS		GROWTH	
	NUMBER	PERCENT	PERCENT	EMPL.	NUMBER	PERCENT	PERCENT	EMPL.
PLUMBERS AND PIPEFITTERS	604	1.57	4.98	393	211	1	211	1
PLUMBERS, SINKFITTERS APPREN	10	.01	3.56	9	85	26	26	26
ROOFER AND SINKERS	111	.11	5.86	85	64	15	15	15
STRUCTURAL METAL CRAFT	91	.09	5.00	28	872	835	835	835
TILESETTERS	43	.04	3.10	28	348	340	340	340
FOREMEN, MEC	1707	1.62	4.15	398	0	0	0	0
METALWORKING CRAFTSMEN EXC MECH	738	.70	3.71	398	14	19	19	19
BLACKSMITHS	6	.01	3.13	0	0	0	0	0
COILERWELDERS	33	.03	3.65	0	0	0	0	0
HEAT TREATERS, ANNEALERS, ETC	0	.00	.00	0	0	0	0	0
FORGEWELDER, HAMMERMEN	5	.00	3.29	3	18	4	4	4
JOB AND DIE SETTERS, METAL	22	.02	4.56	230	171	171	171	171
MACHINISTS	401	.38	4.49	0	0	0	0	0
MACHINIST APPREN	1	.00	3.29	0	0	0	0	0
MILLWRIGHTS	48	.05	3.52	21	27	27	27	27
HOLDERS, METAL	35	.03	3.94	18	17	17	17	17
HOLDERS APPREN	0	.00	.00	0	0	0	0	0
PATTERN AND MODEL MAKERS	24	.02	4.08	11	13	13	13	13
ROLLERS AND FINISHERS, METAL	4	.00	2.57	3	1	1	1	1
SHEET METAL WORKERS, TINSMITHS	111	.11	2.43	49	62	62	62	62
SHEET METAL APPREN	6	.01	3.65	6	0	0	0	0
TOOL, DIE MAKERS	36	.03	3.65	19	17	17	17	17
TOOL, DICKER APPREN	1	.00	2.42	1	0	0	0	0
MECHANICS, REPAIRMEN, INSTALLRS	2460	2.34	3.93	1603	957	957	957	957
AIR COND, HEATING, REFRIG	350	.33	6.08	274	76	76	76	76
AIRCRAFT	89	.08	3.54	44	45	45	45	45
AUTO ACCESSORIES INSTALR	1	.00	1.82	0	1	1	1	1
AUTO BODY REPAIRMEN	78	.07	3.21	46	32	32	32	32
AUTO MECHANICS	762	.72	3.68	448	314	314	314	314
AUTO MECHANICS APPREN	2	.00	2.16	2	0	0	0	0
DATA PROCESSING MACH REPAIRMEN	88	.08	6.63	82	6	6	6	6
FARM IMPLEMENT	22	.02	2.82	11	11	11	11	11
HEAVY EQUIP MACH, INCL DIESEL	614	.58	4.04	378	236	236	236	236
HOUSEHOLD APPLIANCE MECHANICS	141	.13	4.78	100	41	41	41	41
LOOM FIXERS	15	.01	1.10	6	21	21	21	21
OFFICE MACHINE REPAIRMEN	64	.04	3.87	33	14	14	14	14
RADIO, TELEVISION REPAIRMEN	96	.09	2.71	47	40	40	40	40
RYLER AND CIE SHOP REPAIRMEN	33	.03	2.40	3	26	26	26	26
MECHANICS ETC AUTO APPREN	5	.00	2.43	5	0	0	0	0
OTHER MECHANICS AND REPAIRMEN	115	.11	2.65	40	75	75	75	75
PRINTING TRADE CRAFTSMEN	311	.30	3.90	140	171	171	171	171
BOOKBINDERS	22	.02	4.65	5	17	17	17	17
COMPOSITORS AND TYPESETTERS	120	.13	4.10	57	63	63	63	63
ELECTRICALS, STEENTYERS	2	.00	1.69	0	2	2	2	2
ENGRAVERS, EN. PHOTOENGRAVERS	0	.00	1.01	0	0	0	0	0
INTERPRETERS, TRANSCRIBERS	30	.03	5.19	18	12	12	12	12
PAINTERS, WALL PLATE PAINTERS	100	.10	3.54	8	92	92	92	92
PRESSMEN APPREN	3	.00	3.14	3	0	0	0	0
PRINTING APPREN, EXC PRESS	3	.00	3.22	3	0	0	0	0
TRANSPORTATION, BUS TRAIL CRAFT	453	.43	3.38	315	138	138	138	138

STATE OF VIRGINIA

-AVERAGE ANNUAL JOB OPERATIONS 1/

OCCUPATIONAL TITLE	TOTAL JOBS OPERATIONS, 1974		OPERATIONS DUE TO		OPERATIONS DUE TO	
	NUMBER	PERCENT TOTAL	PERCENT	GROWTH	LOSS	SEPARATIONS
ELECTRIC POWER LINESMEN, CABLEMEN	95	-09	2.45	71	24	
LOCOMOTIVE ENGINEERS	50	-05	3.94	6	44	
LOCOMOTIVE FIREMEN	3	-00	-1.40	-8	5	
POWER STATION OPERATORS	7	-01	1.76	-2	9	
TELEPHONE INSTALLERS, REPAIRMEN	275	-26	3.98	226	49	
TELEPHONE LINEMEN, SPLICERS	27	-03	1.93	20	7	
OTHER CRAFTSMEN, NAMED WORKERS	1323	1.26	4.34	522	801	
MAKERS	60	-04	4.01	9	51	
CABINETMAKERS	143	-14	5.46	68	75	
CARPENTERS	37	-04	3.91	30	7	
CRANESMEN, DERRICKMEN, HOISTMEN	157	-15	4.63	93	64	
DECORATORS, PLASTERERS	107	-10	6.33	28	79	
DENTAL LABORATORY TECH	17	-02	4.61	5	12	
FURNITURE AND WOOD FINISH	40	-04	3.55	4	36	
FURRIERS	1	-00	4.02	0	1	
GLAZIERS	38	-04	5.40	26	12	
INSPECTORS, LOG AND LUMBER	12	-01	3.73	3	9	
INSPECTORS, OTHER	189	-18	4.55	109	80	
JEWELERS AND WATCHMAKERS	22	-02	4.02	0	22	
MILLERS, GRAIN, FLOUR, FEED	6	-01	3.54	0	6	
MOTION PICTURE PROJECTORISTS	4	-00	1.65	-4	8	
MOTION PICTURE PROJECTORISTS	39	-04	5.94	20	19	
MUSICIANS, INSTRUMENTALISTS	3	-03	2.09	0	3	
MUSICIANS, INSTRUMENTALISTS	28	-03	2.35	10	18	
PAINTERS, DECORATIVE	17	-02	3.70	-10	27	
PAINTERS, INDUSTRIAL	12	-01	2.75	0	12	
PAINTERS, SIGN	122	-12	3.38	32	90	
PAINTERS, SIGN	1	-03	.87	0	1	
PAINTERS, SIGN	84	-08	5.87	20	64	
PAINTERS, SIGN	88	-08	5.02	42	46	
PAINTERS, SIGN	85	-08	3.46	29	56	
PAINTERS, SIGN	2	-00	1.45	1	1	
OPERATIVES	12720	12.08	4.43	4378	8350	
OPERATIVES, EXC. TRANSPORT	10270	9.75	4.74	3142	7128	
SEMI-SKILLED METALWORKING	769	-73	4.54	506	263	
DRILL PRESS OPERATIVES	14	-01	3.06	8	6	
FURNACE, STEEL, REFINER, POWERS	25	-02	4.30	18	7	
GRINDING, METAL OPERATIVES	55	-05	4.41	36	19	
HEATERS, METAL	0	-00	.31	0	0	
LATHING, MILLING, REFINER OPERATIVES	39	-04	3.34	23	16	
METAL PLATERS	15	-01	3.43	11	4	
OTHER PRECISION MACH OPR	30	-03	4.05	21	9	
PURCHASING, PRESS OPR	26	-02	3.05	12	14	
SCREW DRIVERS	14	-01	5.65	-1	15	
WELDERS, CUTTERS	542	-51	3.61	376	166	
WELDERS, CUTTERS	615	-54	2.74	-19	771	
WELDERS, CUTTERS	43	-00	-1.36	-16	1	
WELDERS, CUTTERS	43	-04	3.38	-1	1	

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

INTERIM REPORT ON PROJECTIONS PROGRAM STATE OF VIRGINIA

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-AVERAGE ANNUAL JOB OPENINGS 1/

OCCUPATIONAL TITLE	TOTAL JOB OPENINGS, 1974		OPENINGS DUE TO GROWTH		OPENINGS DUE TO LABOR FORCE SEPARATIONS	
	NUMBER	PCT-CH TOTAL	PCT-CH TOTAL	PCT-OF EMPL.		
SPIINNERS, TWISTERS, WINDERS	244	-25	3.34		-22	286
WEAVERS	77	-07	2.25		-60	137
OTHER TEXTILE OPERATIVES	241	-23	2.53		-42	203
SEMI-SKILLED PACKING, INSPECTING	1927	1.89	6.23		774	1153
CHICKENS, EXAMINERS, ETC, MFG	1101	1.05	6.52		479	622
GRANDS AND SORTERS, MFG	50	-05	5.45		14	36
MEAT PACKERS, RETAIL TRADE	88	-08	6.40		35	53
PACKER, PAPER, EX PEAT, PRODUCE	667	-63	5.80		240	427
PROD PROD, PECKER, EXC FACT, FARM	19	-32	5.75		4	15
OTHER OPERATIVES, EXC TRANSPORT	6954	6.61	44.81		2018	4941
ASBESTOS, INSULATION WORKERS	50	-05	7.53		35	15
ASSEMBLERS	693	-46	6.14		302	101
BLASTERS AND POWDERMEN	9	-01	4.07		4	5
BOTTLING, COINING OPERATIVES	29	-03	3.77		9	20
CHAINMEN, WOMEN, AXMEN SURVEYING	18	-02	3.77		14	4
CLOTHING TROUSERS AND PRESSERS	194	-18	4.30		-44	238
CUTTING OPERATIVES, NEC	205	-19	4.39		90	115
DRESSMAKING, SEAMSTRESS, EXC FACT	171	-16	7.91		-6	177
DRILLERS, EARTH	37	-04	2.51		12	25
DRY WALL INSTALLERS, LATHERS	77	-07	5.17		65	12
DYERS	55	-05	5.11		39	16
FILER, POLISHER, SANDER, BUFFER	69	-07	2.49		-35	104
GAPAGE WORKERS, GAS STAT ATTEN	335	-32	7.19		168	167
LAUNDRY, DRY CLEAN OP, NEC	209	-20	5.65		24	185
MEAT CUTTERS, BUTCHERS, EXC MFG	91	-09	2.49		11	80
MEAT CUTTERS, BUTCHERS	116	-11	5.77		53	63
MILLERS	3	-00	3.30		-3	6
MIXE OPERATIVES, NEC	66	-06	1.30		3	63
MIXING OPERATIVES	36	-03	2.38		9	27
MILLERS, PRESSERS, EXC AUTO	21	-02	2.55		2	19
PAINTERS, MFG ARTICLES	77	-07	3.06		26	51
PHOTOGRAPHIC PROCESS WORKERS	80	-08	6.31		34	45
PIVOTERS AND FASTENERS	20	-02	3.20		6	14
SAILORS AND DECKHANDS	-5	-00	-4.95		-13	8
SPINNERS	220	-21	4.36		111	119
SEWERS AND STITCHERS	2460	2.34	9.07		726	1734
SUCCESSOR MACHINE OPER	7	-01	1.70		-43	50
STATUARY LIFEWEAR	72	-07	3.01		0	72
WINDING OPERATIVES, NEC	30	-08	6.36		39	41
MISC MFG OPERATIVES	901	-86	4.33		307	594
OPERATIVES, ETC	556	-53	3.19		63	602
TRANSPORTATION OPERATIVES	2459	2.33	3.13		1236	1222
WAGONERS AND DRIVERS	4	-00	2.84		0	4
WAGONERS	371	-35	6.78		120	251
CARRYING BY HAND	1	-00	3.18		0	1
DELIVERY AND CARRIAGE	453	-42	1.76		139	11
FLORIST, GARDENERS	160	-13	2.25		97	51
MILKERS, MILK FACT, LACTATION	8	-01	1.1		-1	9
PARKING ATTENDANTS	26	-22	6.1		7	19
PAID AND OPERATES	26	-02	1.1		-1	27

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STATE OF VIRGINIA

AVERAGE ANNUAL JOBS OPENINGS 1/

OCCUPATIONAL TITLE	TOTAL JOBS OPENINGS, 1976		OPENINGS DUE TO		OPENINGS DUE TO
	NUMBER	PCT. OF TOTAL	GROWTH	SEPARATIONS	SEPARATIONS
RAILROAD SWITCHMEN	8	.01	2.05	0	0
TAXICAB DRIVERS, CHAUFFEURS	123	.12	3.59	6	117
TRUCK DRIVERS	1199	1.14	3.31	685	514
SERVICE WORKERS	13251	12.67	6.35	3316	10335
CLEANING SERVICE WORKERS	2935	2.01	6.69	1167	1798
CHAMBERLAIN, MAID, EXC PRIV	526	.59	9.00	238	388
CLEANERS, EXC CHAMBERLAIN	652	.67	6.15	167	485
JANITORS AND SEXTONS	1686	1.60	6.30	761	925
FOOD SERVICE WORKERS	3536	3.36	6.23	825	2711
BARTENDERS	37	.04	4.54	14	22
BUSBOYS	41	.04	2.49	12	29
COOKS, EXC PRIVATE	1018	.97	5.63	243	775
DISHWASHERS	151	.14	5.00	56	95
FOOD COUNTER, FOUNTAIN WORKERS	162	.15	5.64	29	191
WAITERS	1665	1.58	7.44	403	1262
FOOD WORKERS, REST, EXC PRIVATE	459	.44	6.29	123	336
HEALTH SERVICE WORKERS	2810	2.67	9.26	1126	1684
HOSPITAL ASSISTANTS	257	.24	10.26	94	163
HEALTH AIDES, EXCEPT NURSING	385	.37	10.29	187	198
HEALTH TECHNICIANS	3	.00	6.33	32	24
LAY WARDENES	1	.00	8.33	0	1
NURSES AIDES, ORDERLIES	1439	1.37	8.26	555	884
PRactical NURSES	730	.69	11.80	321	409
PERSONAL SERVICE WORKERS	1819	1.72	7.01	288	1522
AIRLINE STEWARDESSES	165	.15	7.89	43	122
ATTEN, RECREATION, AMUSEMENT	86	.08	6.75	33	53
ATTEN, PERSONAL SERVICE, MEC	97	.09	7.34	12	85
BAGGAGE PORTERS AND BELLHOPS	1	.00	1.00	17	18
BARBERS	137	.13	3.86	24	161
BOARDING, LIVING HOUSEKEEPERS	4	.00	5.17	12	8
BONITA LIONS	1	.00	1.00	3	2
CHILD CARE WORKERS, EXC PRIVATE	260	.25	9.15	63	197
ELEVATOR OPERATORS	4	.00	1.00	20	16
HAIRDRESSERS, COSMETOLOGISTS	783	.74	7.31	102	681
HOUSEKEEPERS, EXC PRIVATE	254	.24	8.44	92	162
PERSONAL SERVICE WORKERS	13	.01	6.67	1	0
SCHOOL BUS DRIVERS	1	.00	7.50	5	6
USHERS, RECEPTION, AMUSEMENT	24	.02	3.34	15	9
WRECKAGE SERVICE AIDES	1256	1.19	7.47	665	591
PROTECTIVE SERVICE WORKERS	46	.04	5.08	16	30
CROSSING GUARDS, AIRPORTS	220	.21	4.71	173	47
FIRE ALARM DETECTION	479	.46	6.12	111	368
GUARDIAN OF PEACE	7	.01	6.16	4	3
MAINTENANCE WORKERS	443	.42	6.33	32	120
PHILANTHROPIST, CHARITATIVES	5	.00	1.00	2	3
SPY-UPS, EXC MILITARY	973	.92	3.83	1154	2024
PRIVATE WORKERS IN WORKS	221	.21	4.04	178	499
CHILD CARE WORKERS	35	.03	5.01	41	56

FOOTNOTES ARE IN LAST PAGE IN TABLE 3.

STATE OF VIRGINIA

AVERAGE ANNUAL JOB OPENINGS 1/

OCCUPATIONAL TITLE	TOTAL JOB OPENINGS, 1974		OPERATIONS DUE TO GROWTH	OPERATIONS DUE TO LABOR FORCE SEPARATIONS
	NUMBER	PCT. OF TOTAL EMPL.		
MANICURE, PRIVATE	01	.08	-69	150
MANICURE, PRIVATE	5	.00	-9	14
MAIDS, SERVANTS, PRIVATE	632	.60	-770	1410
LANDSCAPERS, EXCEPT FARM	2389	2.27	335	1553
ANIMAL CARETAKERS, EXC FARM	75	.07	5.73	53
CARPENTERS, HELPERS	15	.01	-74	34
CARPENTERS, EXC CARPENTER HELP	772	.73	4.14	343
CUSTOM LARK, EXC CARPENTER	31	.03	1.99	66
FISHERMEN AND OYSTERMEN	414	.39	3.15	251
FREIGHT, MATERIAL HANDLERS	157	.15	6.29	32
GARAGE COLLECTORS	266	.25	3.97	262
GARDENERS, GROUNDCARE, EXC FARM	27	.03	2.34	29
LOCKSMITHS AND STEVEDORES	13	.01	.34	67
LUMBERMEN, KAPISHER, WOODCHOPPERS	441	.42	3.88	206
STOCK HANDLERS	11	.01	-4.39	6
TEAMSTERS	75	.07	2.05	54
VEHICLE WASH, EQUIP CLEANERS	51	.05	2.22	43
WAREHOUSEMEN, NEC	93	.09	2.42	103
OTHER LABORERS	1897	1.80	4.55	2029
FARMERS AND FARM WORKERS	1415	1.34	6.00	1374
FARMERS AND FARM MANAGERS	1191	1.13	5.63	1209
FARMERS (OWNERS AND TENANTS)	225	.21	9.60	75
FARM MANAGERS	482	.46	2.67	654
FARM LABORERS, FARM FOREMEN	33	.03	5.43	16
FARM FOREMEN	393	.37	2.43	582
FARM LABORERS, WAGE WORKERS	49	.05	3.95	60
FARM LABORERS, UNPAID FAMILY	5	.00	9.23	4
FARM LABORERS, SELF-EMPL				

FOOTNOTES APPEAR ON LAST PAGE OF TABLE 3.

50-104-672

1970 OPENINGS DATA GENERALLY REFLECT AVERAGE ANNUAL CHANGES IN EMPLOYMENT OVER THE 1970-1980 PERIOD AS WELL AS SEPARATIONS ESTIMATED ON THE BASIS OF THE AVERAGE ANNUAL EMPLOYMENT LEVEL DURING THE PERIOD 1976-1980. LABOR FORCE SEPARATION RATES, HOWEVER, IS STATES WHERE EMPLOYMENT LEVELS HAVE BEEN ADJUSTED TO REFLECT UNUSUAL FACTORS SUCH AS LABOR MARKET DEVELOPMENTS, COMPENSATING ADJUSTMENTS IN THE OCCUPATIONAL EMPLOYMENT LEVELS AND JOB OPENINGS DATA HAVE ALSO BEEN MADE.

9:00:00
JFC

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APPENDIX H
SOURCES AND LIMITATIONS OF INTERIM PROJECTION DATA

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**Virginia
Employment
Commission**

William L. Heartwell Jr.
Commissioner
William B. Purser
Deputy Commissioner

B. Redwood Council
Assistant Commissioner
Unemployment Compensation Division
XXXXXXXX Herman Feldman
Assistant Commissioner
Employment Service Division



November 21, 1974

Dr. Pathe S. Vivekananthan
College of Education
Virginia Polytechnic Institute
and State University
Blacksburg, Virginia 24061

Dear Dr. Vivekananthan:

As per your phone conversation with Mr. Allan Wagner of this office concerning the Interim Manpower Projection Tables, the following comments should explain the sources and limitations of the data in more detail:

1. The data used to develop the tables showing industry employment levels was obtained from state employment security records. The 1980 projections in these tables were derived from a computer application of regression analysis to historical time series data that included the years 1958-1972. These figures were then adjusted to national industry employment levels. Also, these estimates are based on place of work.
2. The data used to develop the tables showing occupational employment levels was obtained from the decennial census, which is based on place of residence. Although the detailed occupational employment levels of these tables are identical to those shown in the census tabulations, the total employment levels are less than those shown in the census. This is due to the fact that the census had a number of people that could not be classified in any of the approximately 400 occupations listed. The census allocated these people to the various sub-group totals (managerial, professional, clerical, etc.). However, since there is no valid method of projecting these figures, they were omitted from the projection tables altogether. The following table shows the difference in the total employment figure given in the 1970 census and that given in the interim projection tables for the state and three metropolitan areas.

703 East Main Street, P.O. Box 1350, Richmond, Virginia 23211

Dr. Vivekananthan
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November 21, 1974

	Census	Interim Projections	Allocated
State	1,714,250	1,574,603	139,647
Richmond	220,129	200,827	19,302
Norfolk	204,745	187,268	17,477
Newport News	95,762	87,640	8,122

Due to the difference in the data sources used, the totals of the occupational employment tables do not correspond to the totals of the industry employment tables.

3. The job openings data of the third set of tables generally reflect average annual changes in employment over the 1970-1980 period as well as the application of estimated 1976 labor force separation rates to the employment levels. These separation rates were calculated on the national level.
4. In the first two tables the 1975 and 1976 estimates are based simply on the average annual change over the 1970-1980 period. Therefore, the degree of accuracy for such a short-run estimate would be questionable.
5. The definition of the metropolitan areas for which data is provided is the same as that established by the 1970 census. Since that time, many metropolitan areas have been redefined as to the cities and counties included. However, we are unable at this time to adjust the estimates to meet the new definitions of the metropolitan areas.
6. None of these tables have been adjusted in any way to reflect cyclical fluctuations or known occurrences that have taken place since 1972 or that will have taken place by 1980. For example, the effects of the energy crisis are not shown in these estimates. Because no adjustments have been made, caution should be exercised when using individual estimates or projections.
7. Unrounded numbers are not intended to indicate a degree of accuracy. The best use for these tables is in terms of trend, not actual numbers.

Again, the estimates and projections of these tables should not be taken at face value. It will be up to area and state manpower planners to make needed adjustments based on their own knowledge and expertise.

Dr. Vivekananthan
Page 3
November 21, 1974

With respect to planned projection activities, the Department of Labor has decided to omit revisions of the interim projections for this year. However, the industry-occupational matrix system, which gives occupational employment by industry, is expected to be operational in the next fiscal year. Although this system will initially be based on census occupations, the data being collected by the OES staff of this office will eventually be incorporated into the system, thereby providing estimates and projections for a much wider range of occupations than presently exists in the census. Hopefully, this system will then be utilized for certain sub-areas as well as for the state.

We hope this information will be of value to you. Should you have any questions, please write or call Mr. Forrest Eudailey of this office at (804) 770-4359.

Very truly yours,



Kenneth C. Moore, Chief
Manpower Research

APPENDIX E
VOCATIONAL EDUCATION STUDENT DEMAND
PROJECTION SYSTEM

Vocational Education Student Demand Projection System



Division of Vocational Education
State Department of Education
Richmond, Virginia 23216
January 1975

STUDENT
DEMAND
PROJECTION
SYSTEM

COMMONWEALTH OF VIRGINIA
STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

FOREWORD

The Division of Vocational Education, State Department of Education in cooperation with the faculty of the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University has developed a Student Demand Projection System. There are two major uses for the System: (1) to aid localities in making student surveys when planning new vocational programs and, (2) to aid in making a reasonable projection of student enrollments each year in existing vocational education programs. This information will also be helpful in completing the program planning document of the vocational education management information system.

There are two parts to this system. The first is a description of all vocational education programs available throughout the Commonwealth. These descriptions will be helpful to students in making occupational choices. It is suggested that the ones appropriate to your locality be lifted from this publication, duplicated and placed in their hands. However, only in certain circumstances should divisions lift courses they teach or want to teach. By using the whole gamut they may find interest in new programs they had not considered previously. The descriptions should also assist guidance counselors and other school staff to become familiar with different vocational education programs. Included within the description of each program will be found the specific courses and their state code.

The second part provides a survey form. All of the vocational education programs for which a description is furnished are included on the survey form.

It is suggested that the form be removed from this publication, duplicated, and provided to the students. You will note that if you wish to use the form as given, there is a suggestion that you place an asterisk (*) in front of the programs available in your school or school divisions.

It is difficult to prescribe specific grade levels for which the survey form is appropriate. However, for orientation and exploration projections it could be administered at the upper elementary and intermediate grades. Generally, a survey of students at the 8th and 9th grades will provide projections for students proposing to enter vocational programs in the senior high school.

PART 1 - DESCRIPTIONS

ORIENTATION AND EXPLORATION PROGRAMS

OCCUPATIONAL PROGRAMS

AS OFFERED BY VOCATIONAL EDUCATION SERVICES

ORIENTATION
AND
EXPLORATORY
PROGRAMS

AGRICULTURAL EDUCATION

Grade 6 Exploratory Agriculture 8002
Grade 7 Exploratory Agriculture 8003
Grade 8 Exploratory Agriculture 8004

These courses are designed to assist students in exploring the world of work in agriculture. Students appraise their own aptitudes and abilities, develop an understanding of the importance of human relations and ingenuity, become acquainted with agricultural occupational fields, develop desirable attitudes toward work, become aware of occupational and educational objectives of the high school and post high school agriculture program, and develop a realistic self concept in relation to agricultural pursuits.

BUSINESS & OFFICE EDUCATION

Accounting 6320

A one-year, accelerated course recommended for the 12th grade student. It emphasizes analysis and interpretation of records, transactions, and business systems. It offers study in the managerial use of records and accounting information. This course also serves as an introduction and orientation to careers in the field of accounting.

Office Supervision and Management 6430

A one-year, single-period course recommended for 11th or 12th grade students interested in supervisory and administrative occupations. The course focuses upon the managerial process, examining the functions of planning, organizing, staffing, directing, and controlling as related to the daily job of a supervisor. The course provides an opportunity for students to explore the job opportunities in office management and supervision and investigate the career ladder for management and supervision.

Business Exploration 6109

A one-year course available to middle and junior high school students below the 9th grade. The course is designed to introduce students to career opportunities in office occupations and the total realm of Business Education careers. It will also include self-exploration as it relates to Business Education careers, limited activities in acquiring decision-making skills and becoming planning-oriented. It will also include a look at the career preparation program of study available at secondary, post-secondary and higher education levels.

DISTRIBUTIVE EDUCATION

Education for Employment

Grade 7	8104
Grade 8	8106
Grade 9	8108

Education for Employment - These are one year courses designed to help students develop goals and values which enable them to understand the importance of being employed, of distribution in the economy and job opportunities in this field, and to explore job opportunities in distribution. Instruction covers such areas as grooming and appearance, setting realistic goals, self concept and behavior, survey of career opportunities, functions of marketing, local employment opportunities, school and community responsibility. Vocational application of instruction is achieved through simulated occupational experiences in the classroom and directed learning experiences in local businesses.

FASHION MERCHANDISING 8144

A one-year, 12th grade course offering instruction in a study of fashion careers, personal qualities for success in the fashion field, influence of historic costume on contemporary fashion, how the fashion world works, materials of fashion, promotion, selling, and merchandising of fashion, and career opportunities in the fashion field. Vocational application of instruction is achieved through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby businesses.

HOTEL-MOTEL MANAGEMENT 8146

A one-year, 12th grade course designed for students with an interest in careers in the Hotel-Motel field. Instruction is given in such areas as hotel-motel sales, front office procedures, service aspects of the hotel-motel operation, and careers in the Hotel-Motel field and related hospitality occupations. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the Hotel-Motel field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a hotel or motel. Students completing the DE I Cooperative course or the Marketing I course in the junior year might want to specialize in this option in the senior year.

RADIO - TV BROADCASTING

RADIO - TV I 8161

RADIO - TV II 8162

A specialized one-year course designed to provide the students with instruction in the organization and operation for radio and TV stations. Instructions includes such areas as the Legal Basis for Broadcasting, the Federal Communications Commission and the Federal Trade Commission, Preparation for the FTC Third Class Radio-Telephone License Examination, Production of Commercials, and Performing for Radio and Television. In addition, students explore in depth at least one career area within the broadcasting field. During the first semester the student will put together a career package that will contain not only his personal findings and experiences but also his reaction to his research in terms of personal career choice. Simulated and actual occupational experiences are planned and directed by the teacher to provide vocational application of instruction.

DISTRIBUTIVE EDUCATION I PREPARATORY 8110

The basic 10th grade course in Distributive Education which provides students with an introduction to the field of marketing and distribution, acquaints them with career opportunities which it offers and assists them in selecting a tentative career objective in this field. Students also develop the social, economic, mathematical and communications skills necessary for entry jobs in distribution. Vocational application is provided through simulated occupational experiences in the classroom laboratory and supervised learning experiences in local or nearby businesses. This course is recommended, but is not a pre-requisite, for all other DE options.

HOME ECONOMICS

Intermediate Consumer & Homemaking

Homemaking	Grade 6	8205	
Homemaking	Grade 7	8206	(18 wks.)
Homemaking	Grade 7	8207	(Less than 18 wks.)
Homemaking	Grade 7	8208	(36 wks.)
Homemaking	Grade 8	8210	(18 wks.)

Consumer and Homemaking Grade 6 - 8205

This course has no prerequisites and is planned for a minimum of 18 weeks. It meets for 80 clock hours per year. The units to be taught are as follows: Youth and Money, The Young Generation and Culture, Personal Potential, and Personal Management - orderliness. All courses in Home Economics Education are open to boys and girls. Individual projects are required.

Consumer and Homemaking Grade 7 - 8206

Consumer and Homemaking Grade 7 - 8208

Having no prerequisite, this course is held for 265 minutes per week for a minimum of 18 weeks-8206 or for 36 weeks-8208. The units to be taught are Youth and Spending, Today's Teenagers and Culture, Toward Maturity, Personal Management - Organization, and Individual Projects. Individual projects are required.

INDUSTRIAL ARTSExploring Technology 8461

A historical study of three broad areas of technological development and their contribution to the growth of civilization: (1) tools and machines, (2) power and energy, and (3) transportation and communications. The major approach to instruction is the "unit" method. Students are involved in three areas of activity: retrieving information, project construction, and disseminating information. Grade level: 6-8, Course length: 18 to 36 weeks.

Modern Industry and Technology 8462

A study of two types of contemporary industries: (1) The processing industry which converts raw materials into more useful forms, and (2) the high volume production industry which utilizes the production line technique. A wide range of role involvement with the middle management positions in industry is provided. The student experiences the realities of the worker on a production line, or a subcontractor on a group project and develops fundamental skills in communications, tool and machine processes, personnel relations and problem solving. The course is composed of three major units: volume production industry, processing or project industry, and fundamental industrial tools, materials, and processes. Grade level: 8-10, Course length: 36 weeks
Prerequisites: none (Exploring Technology would be beneficial)

American Industry 8463

Organized to prepare students to make career choices that are based upon hands-on experiences with broad areas of industry: industry today, the evolution of industry, organizing an enterprise, operating an enterprise, distributing products and services, the future of industry, and the student's business venture. The course has two major goals: to develop an understanding of those concepts which directly apply to industry, and to develop the ability to solve problems related to industry. Grade level: 7-9, Course length: 36 weeks.

The World of Construction 8431

An introduction to the construction career cluster encompassing the management-personnel-production system that industry uses to produce the man-made world of structures. Students learn: what kind of jobs there are, what people do, how each worker contributes to the economic system, and how labor and management relate. They are acquainted with the levels of work responsibility and their varying knowledge and skills demand. The course is comprised of three major sections: an analysis of the management-personnel-production system of construction, a synthesis of housing construction systems, and regional planning practices. Grade level: 7-9, Course length: 36 weeks

The World of Manufacturing 8425

6

An introduction to the manufacturing career cluster encompassing the management-personnel-production system that industry uses to produce the man-made world of products. Students are introduced to the kinds of jobs there are, what people do, how each worker contributes to the economic system, and how labor and management relate. They are acquainted with the levels of work responsibility and their varying knowledge and skills demand. The course is comprised of three major sections: an introduction that provides a brief history of manufacturing and analysis of the management-personnel-production system of manufacture, and the synthesis of manufacturing practices applied to the corporation.

Grade level: 8-10, Course length: 36 weeks, Prerequisites: The World of Construction

The World of Communications 8415

An introduction to the communications and media career cluster. Students are provided occupational information and practical laboratory experiences to familiarize them with jobs available, skills needed, and levels of work responsibility. The course is composed of four major units: drawing and design, electronic communications, graphic arts, and visual media enterprise.

Grade level: 9-10, Course length: 36 weeks

The World of Transportation 8445

An introduction to the transportation career cluster where students are provided occupational information and instruction and practical shop or laboratory experiences to familiarize them with jobs available, skills needed and levels of work responsibility. The course is comprised of three major units: energy processing systems, transactional systems, and servicing technology.

Grade level: 9-10, Course length: 36 weeks, Prerequisites: none (Modern Industry and Technology would be beneficial)

TRADE AND INDUSTRIAL

Industrial Career Orientation

Industrial Career Orientation I 8701

Industrial Career Orientation II 8703

This program is designed to develop within the student an understanding of the broad range of trade and industrial and health occupations; an understanding of the skill requirements for pursuing such occupations; the ability to identify one's characteristics, aptitudes, and abilities to occupational areas; and a knowledge of the opportunities for securing training in these occupations. When a shop or laboratory is not available, the course may be taught in a classroom. When taught in shop facilities the program offerings should be clustered about related areas of instruction such as building trades, health occupations, personal services, etc. Major emphasis should be placed on the laboratory experiences.

Industrial Career Exploration

Industrial Career Exploration I 8702

Industrial Career Exploration II 8704

This career cluster program which includes exploration in a number of occupations is designed to assist in the choice of an occupational goal. Shop facilities are required to provide the exploratory experiences. Students completing the program should be able to elect a preparatory occupational program offered by the school division. Several clusters are possible. However, a cluster should contain instruction and experiences in related fields. Example: building trades which should include masonry, carpentry, plumbing, electrical wiring, painting.

AGRICULTURAL
EDUCATION
OCCUPATIONAL
PROGRAMS

AGRICULTURAL PRODUCTION

Agricultural Production III 8010
 Agricultural Production IV 8012
 Agricultural Production V 8014

Designed to develop agricultural competencies needed by individuals engaged in, or preparing to become engaged in, agricultural production or a closely related field. Prepares students for farm employment, operation, management, ownership or other agricultural employment. Major areas of instruction include farm management, production of crops and farm animals, soil and water management, leadership training, farm family living, and agricultural mechanics.

AGRICULTURAL SUPPLIES AND SERVICES

Agricultural Business III 8022
 Agricultural Business IV 8024

Designed to assist students in acquiring business and management knowledge, understandings, and skills that prepare them for a cluster of employment opportunities in off-farm businesses, industries, and agencies that provide agricultural supplies and services. Some of the instructional units included are career opportunities in agricultural business, organization and functions of the business, agricultural business math, salesmanship, business procedures, merchandising advertising and displaying and leadership training.

AGRICULTURAL MECHANICS

Agricultural Machinery Services III 8016
 Agricultural Machinery Services IV 8018
 Agricultural Machinery Services V 8020

Designed to prepare students for entry employment and advancement in the agricultural equipment industry or for the operation and maintenance of equipment on farms. The major instructional areas include the operation, adjustment, maintenance and repair of agricultural machinery, as well as lawn and garden equipment. Also included are units on career opportunities, human relations, economics, and leadership training.

AGRICULTURAL PRODUCTS

Agricultural Processing and Marketing III 8028
 Agricultural Processing and Marketing IV 8030
 Agricultural Processing and Marketing V 8032

Provides instruction in the marketing and processing of agricultural products such as meat, poultry and eggs, dairy products, fruits, vegetables and cereal grains. Learning activities are provided in assembling, sorting, testing, grading, processing, storing, and marketing each agricultural product.

ORNAMENTAL HORTICULTURE

Ornamental Horticulture III 8034
 Ornamental Horticulture IV 8036
 Ornamental Horticulture V 8038

Designed to assist students in developing necessary skills and attitudes for entry positions and advancement in floriculture, landscaping, greenhouse operation, nursery plant production and turf management. Instructional units include identifying, propagating and growing horticulture plants; landscape planning and design; operating a horticulture business; salesmanship; using soil and other plant growing media; controlling plant pests and diseases; managing turf; and operating, repairing, and maintaining small power equipment.

AGRICULTURAL RESOURCES (OR FORESTRY)

Natural Resources Management III 8040
 Natural Resources Management IV 8042
 Natural Resources Management V 8044

Designed to assist students in developing the knowledge and skills required for employment in occupations in forestry and wildlife management; outdoor recreation; and in air, soil, and water conservation. Major areas of instruction include forest production and management, wildlife management, soil and water management, development of facilities for outdoor recreation, and mechanics related to the field.

AGRICULTURE SCIENCE & MECHANICS

Agricultural Science & Mechanics I 8006
 Agricultural Science & Mechanics II 8008

Provides students with a basic knowledge and skills that serve as a prerequisite for advanced agricultural course options. Basic principles of science, mathematics, and economics are reviewed, studied, and applied to agricultural situations. The two year program includes much of the knowledge and skills common to both on-farm and off-farm agricultural industries and businesses. Units of instruction, such as; agricultural orientation, agricultural mechanics, principles of plant and animal science, rural urban living, leadership training, and an introduction to resources conservation are included.

BUSINESS
EDUCATION
OCCUPATIONAL
PROGRAMS

ACCOUNTING AND COMPUTING OCCUPATIONS

General Business	6110		General Business	6110
Beginning Typewriting	6151	(OR)	Beginning Typewriting	6151
Clerical Accounting I (block)	6340		Beginning Bookkeeping	6311
Clerical Accounting II (block)	6350		Advanced Bookkeeping	6315
			Office Practice	6410

(Refer to following pages for Course descriptions)

BUSINESS DATA PROCESSING SYSTEMS OCCUPATIONS

General Business	6110
Beginning Typewriting	6151
Business Data Processing I (block)	6640
Business Data Processing II (block)	6650

(Refer to following pages for Course descriptions)

FILING, OFFICE MACHINES, GENERAL CLERICAL OCCUPATIONS, REPROGRAPHICS

General Business	6110		General Business	6110
Beginning Typewriting	6151		Beginning Typewriting	6151
Filing I (or)	6710	(OR)	Advanced Typewriting	6154
Reprographics I	6660		Bookkeeping (or)	6311
Filing II (or)	6720		Recordkeeping	6330
Reprographics II	6670		Office Practice	6410

(Refer to following pages for Course descriptions)

STENOGRAPHIC, SECRETARIAL AND RELATED OCCUPATIONS

General Business	6110		General Business	6110
Beginning Typewriting	6151		Beginning Typewriting	6151
Stenography I (block)	6250	(OR)	Advanced Typewriting	6154
Stenography II (block) (or)	6260		Beginning Shorthand	6211
Medical Office Procedures (or)	6730		Advanced Shorthand	6215
Legal Office Procedures	6735		Office Practice	6410

(Refer to following pages for Course descriptions)

TYPING AND RELATED OCCUPATIONS

OR

KEYPUNCH OPERATOR

General Business	6110		General Business	6110
Beginning Typewriting	6151	(OR)	Beginning Typewriting	6151
Clerk Typist I (block)	6159		Advanced Typewriting	6154
Clerk Typist II	6160		Office Practice	6410

(Refer to following pages for course descriptions)

COURSE DESCRIPTIONS-- BUSINESS AND OFFICE EDUCATION

Business Education Service
State Department of Education

General Business (An Orientation course and a Prerequisite to all Bus. Ed. Occ. Pro.)

A one-year, introduction-to-business course available to all ninth or tenth grade students and required as the first course in a vocational business education curriculum. This course is designed to help the student understand business and how it affects him in his everyday life. The student has an opportunity to gain knowledge about the American business system as part of our total economic environment; to become skillful in selecting and using goods and services that are available from business, industry, and government; and to develop competency in managing his personal and business affairs.

Beginning Typewriting

A one-year course available to all students and required at the tenth grade level in a vocational business education curriculum. The students develop skill in touch typewriting and correct manipulation of the typewriter. Emphasis is placed on the development of basic typewriting skills and on the application of these skills in typewriting personal and business letters, outlines, manuscripts, and tabulated reports.

Advanced Typewriting

A one-year course required at the eleventh grade level in most traditional vocational business education curriculums. This course develops those typewriting skills with attendant related knowledges and understandings basic to office occupations requiring marketable skills in typewriting.

Recordkeeping

A one-year vocational course for students of average and less than average ability. The emphasis is on practice rather than on theory and analysis. The course is designed to develop recordkeeping skills basic to a number of clerical office occupations. Recordkeeping is offered at the eleventh-grade level. Recordkeeping is not recommended for students enrolled in a block-time program since such instruction is included in the program.

Bookkeeping I and II

A two-year vocational course offered at the eleventh and twelfth-grade levels designed to give basic knowledge and skill in double-entry bookkeeping. Students learn to interpret and analyze business papers, records, and transactions as an aid to management. Included also will be the use of manual, mechanical, or electronic media. Bookkeeping is offered to average and above average students not enrolled in an approved business education block-time program.

Accounting

A one-year accelerated course for academically talented students (college or non-college). It offers study in greater depth than bookkeeping in analysis and interpretation of records, transactions, and business systems.

Office Practice

The capstone of traditional vocational business education curriculums, office practice brings together knowledges, understandings, and skills from the other business subjects. New skills and knowledges are presented including office machine operation. Emphasis is given to business systems and procedures. Related training for cooperative work-training students is also given in a class scheduled specifically for cooperative work students. This course is offered to students at grade twelve. Where enrollment permits, Office Practice is divided into two or more specialized courses, Clerical Procedures, and Stenographic Procedures. Students enroll in whichever class is designed for their chosen occupational interests.

Shorthand I and II

A two-year course offered for juniors and seniors who are following a traditional stenographic curriculum. Students learn shorthand theory, read fluently from shorthand copy, write legible shorthand notes, demonstrate the ability to construct outlines for unfamiliar words under the stress of dictation, and demonstrate knowledge of correct spelling, punctuation, and vocabulary usage. The purpose of the course is to learn to take unfamiliar dictation and transcribe accurately at a job-entry skill level.

Clerk-Typist I

A double-period occupational preparation course at the eleventh grade level. In addition to typewriting, the student receives instruction in adding and calculating machines with applied mathematics, business law, introduction to office careers, records management, reprographics (duplicating and reproducing methods), office practice, business behavior and psychology, and recordkeeping.

Clerk-Typist II

A single-period occupational preparation course with cooperative education or a double period class without cooperative education at the twelfth grade level. Emphasis is placed on the production of quality material, judged on the basis of accepted office standards. The refinement of skills is enhanced through office simulations or cooperative work-training. Units of instruction include business law, business principles and organization, keypunch operation, machine transcription, and other office practices and procedures.

Stenography

A double-period occupational preparation course offered at the 11th grade level. A shorthand system is taught during the first semester, and additional theory is taught during the second semester. The skill of transcription is taught early in the course and developed during the first year. Communication skills are taught as a part of the program. Students are taught touch operation of the ten-key adding-listing machine keyboard and introduced to office equipment that is used to solve business problems. Secretarial procedures, recordkeeping, and secretarial skills are integrated in the instructional approach.

Stenography II

A double-period occupational preparation course at the twelfth-grade level. Emphasis is on refining the stenographic skills through office simulation. Units of instruction include business law, business principles and organization, record-keeping, records management, machine transcription, payroll records, shorthand and transcription, secretarial procedures and practices, and office simulation. Cooperative education is recommended as a part of this course.

Clerical Accounting I

A double-period course offered at the eleventh-grade level. Emphasis is placed on recordkeeping and accounting. Students are taught touch operation and application of adding and calculating machines and introduced to office equipment that is used to solve business problems. Additional units of instruction include records management, business behavior and psychology, and office mathematics.

Clerical Accounting II

A double-period course offered at the twelfth grade level. Instruction provides for the development of skills used in specific clerical, accounting, and related occupations and increased understanding of office systems and principles applicable to these occupations. Instruction continues in accounting, business law, business principles and organization, keypunch operation, and other office practices and procedures.

Data Processing I

A double-period course offered at the eleventh-grade level. The course is job-oriented and includes instruction in unit record systems, operation, and wiring; records management; accounting; and other office equipment used to solve business problems. Electronic data processing systems and programming are a part of the second semester instruction.

Data Processing II

A double-period course offered at the 12th grade level. Emphasis is placed on electronic data processing, providing for both extensive programming and operations training. COBOL, Autocoder, FORTRAN, and RPG are the language processors available. The suggested computer configuration allows for disk, card read, card punch, and print I/O operations, consequently allowing for substantial training in computer operations. Provision must be made for hands-on computer also in the instruction will be business law, business behavior and psychology, business principles and organization, other office equipment, and office systems and practices.

Reprographics I and II

A two-year double or triple period program offered at the eleventh and twelfth grade levels. The program deals with various kinds of office reproduction and word processing. This program includes instruction and training in the activities, practices, and procedures of inhouse printing. Students learn to operate equipment, to prepare copies, to do layouts for offset reproduction, and to use equipment such as the composer and the vari-typer. Word processing systems related to this activity are taught. It is recommended that the word processing activities be tied with the stenographic occupations and typewriting and related occupations programs.

Medical Office Procedures

A one-year, double-period course offered at the twelfth-grade level. This course is designed for persons who desire training in the field of medical office secretarial operations, providing for shorthand proficiency and incorporating the development of medical terminology and knowledge of basic medical procedures. This course may be substituted for the Stenography II class. Machine transcription training is included in this program.

Legal Office Procedures

A one-year, double-period course offered at the twelfth-grade level. This course is designed for persons who desire training in the field of legal office procedures, providing for shorthand proficiency and incorporating the development of legal terminology and knowledge of basic legal office procedures. This course may be substituted for the Stenography II class. Machine transcription training is included in this program.

Cooperative Office Education

The supervised, on-the-job training phase of occupational preparation programs in business education. This on-the-job training is provided either with the accompanying related training class of Office Practice or through a block-time program. Students in Cooperative Office Education attend classes at school and also work in an approved office during the school day or an alternate school day. The coordinator develops with the training supervisor and student an individualized training plan listing each of the instructional activities for the year and identifying the training supervisor's and/or coordinators's responsibilities for providing the instruction.

DISTRIBUTIVE
EDUCATION
OCCUPATIONAL
PROGRAMS

DISTRIBUTIVE EDUCATION COOPERATIVE PROGRAM

Distributive Education II 8120
 Distributive Education III 8130

The first year 11th grade course in the two-year Distributive Education Cooperative Program provides instruction that enables students to hold and succeed in an entry level job in marketing and distribution. Students combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a local distributive business. In this year of the program students concentrate on developing competencies needed by distributive workers in the areas of selling, advertising, display, operations and product and service technology. The DE I 10th grade preparatory course is recommended but is not a pre-requisite for entry into this two-year program.

The second year 12th grade course in the two-year Distributive Education Cooperative Program provides students completing the first year course to pursue in greater depth instruction for developing those competencies which will enable them to continue and advance in full time employment in a career in marketing and distribution. Students continue the arrangement of combining classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a local distributive business. Instruction in this year of the program concentrates primarily on the development of competencies in the areas of sales promotion, merchandising, market research and management. The DE II Cooperative course is a pre-requisite for this course.

PETROLEUM MARKETING

Petroleum Marketing 8148

A one-year 12th grade course designed for students with an interest in careers in the Petroleum Industry. Instruction is given in such areas as service station selling, service aspects of the petroleum industry, service station operation and marketing of petroleum products. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the Petroleum field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a service station. Students completing the DE I Cooperative Course or the Marketing I course in the junior year might want to specialize in this option in the senior year.

MARKETING

Marketing I 8132
 Marketing II 8134

The purposes and curriculum for the first year 11th grade course in the two year Distributive Education Marketing Program are the same as for the 11th grade DE II Cooperative course but instead of supervised on-the-job training, vocational application of instruction is provided through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby businesses. It is designed for schools in localities where placement in distributive occupations is not available. The DE I 10th grade preparatory course is recommended but is not a pre-requisite for this course.

The purpose and curriculum for the second year 12th grade course in the two-year Distributive Education Marketing Program are the same as for the 12th grade DE III Cooperative course. Vocational application of instruction is provided in the same manner as in the 11th grade Marketing I course. Marketing I is a pre-requisite for this course.

SENIOR MARKETING

Senior Marketing 8136

A one-year accelerated Distributive Education course for 12th grade students who demonstrate above average academic ability and plan marketing careers requiring qualifications above the entry level or preparation beyond high school. Included in course content are the areas of marketing research, personnel management, economics, sales promotion, sales management, merchandising and business organization and operation. Students investigate marketing careers and develop competencies needed to achieve such occupational goals as sales engineer, merchandising manager, sales promotion. Vocational application is achieved through simulated occupational experiences in the classroom laboratory and directed learning experiences in local or nearby distributive businesses.

FOOD DISTRIBUTION

Food Distribution 8142

A one-year 12th grade course designed for students with an interest in careers in the Food Industry. Instruction is given in such areas as An Introduction to the Food Industry, Service Selling in Supermarkets, Food Store Operations, Checker Education and Food Store Merchandising and Advertising. Students develop the mathematical, communications and marketing competencies necessary for successful entry employment in the Food field. They combine classroom instruction with a minimum of 540 hours per calendar year of supervised on-the-job training in a food store. Students completing the DE I Cooperative course or the Marketing I course in the junior year might want to specialize in this option in the senior year. 160 clock hours of instruction per year; minimum of 2 credits.

HOME ECONOMICS

EDUCATION

1. CONSUMER AND HOMEMAKING PROGRAM
2. OCCUPATIONAL PROGRAMS

1. CONSUMER AND HOMEMAKING

CONSUMER AND HOMEMAKING PROGRAMS

- Homemaking I 8230
- Homemaking II 8240
- Homemaking III 8250

In the 1st year the following units are taught based on students needs: The Young Consumer and the Home, Cultural Influences on the Individual, Growth of Individuals in the Home, and Management of Personal Resources. Students electing the second year must have had Consumer and Homemaking I. Each individual student will select a project for major emphasis. The units included are: Family Living and Money, Cultural Enrichment, Family Influences and Responsibilities, and Management and Family Resources. Students electing this third year must have had Consumer and Homemaking I and II before electing III and should be in grades 10, 11, or 12. The units included are: Family Consumer Responsibility, Cultural Influences on Family Living, Readiness for Marriage and Parenthood, and Management for the Young Family.

FAMILY LIVING

- Homemaking V - Family Living 8270

Designed to give one year of Consumer and Homemaking to students at the 12th grade level who have had no previous high school courses in the preparation for the vocation of homemaking. The units to be taught are as follows: Family Money Management, Cultural Environment, Marriage and Family, and Management in Homemaking.

SPECIALIZED AREAS OF HOME ECONOMICS

- HE-Consumer Economics - Home Management 8271
- HE-Child Development - 8284
- HE-Home Furnishings and Housing - 8297
- HE-Marriage and Family - 8272
- HE-Food Management - 8273
- HE-Clothing Management - 8274

These areas have prerequisites of Consumer and Homemaking I and II are offered in grades 10, 11, and 12. In the third year after completing Consumer and Homemaking I & II, students select two specialized areas for the year, the two areas being taught consecutively during the year with a total 150 clock hours of instruction earning 1 credit.

HOME ECONOMICS - SPECIALIZED AREAS:

HE - CONSUMER ECONOMICS - HOME MANAGEMENT - 8271

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content is based upon in-depth study of management of the consumer dollar and other resources and skills necessary to personal and home management. Practical management experiences coupled with field trips make up an important part of this course.

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content of the course includes in-depth study of the growth and development of the child. Practical experience in a child care nursery or in observation of child behavior is provided in this course.

HE - HOME FURNISHINGS AND HOUSING - 8297

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration of a full year's credit.

This course is an in-depth study of the construction of furnishings and housing as they affect individual and family planning and choices. Practical experiences include field trips, resource persons, and certain skill-development projects.

HE - MARRIAGE AND THE FAMILY - 8272

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

This course is concerned with human and family relationships as they develop within the social structure. Responsible parenthood, and the dignity of the individual are components of this unit of work.

HE - FOOD MANAGEMENT - 8273

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content of this course is an in-depth study of the management of sources which provide food for the individual and/or the family. Wise buymanship, nutritional choices, and food preparation are included.

HE CLOTHING MANAGEMENT - 8274

Students electing this course must have had Consumer and Homemaking I and II as prerequisites. The students receive 80 clock hours of instruction and earn one-half credit which must be combined with another Home Economics specialized area of equal duration for a full year's credit.

The content of this course is concerned with management of clothing resources for the individual and the family. Good consumer practices and skill development clothing construction projects may be included in this course.

2. OCCUPATIONAL PROGRAMS

(Consumer & Homemaking I & II Recommended Prerequisites for each Program)

CHILD CARE SERVICES

Child Care Occupations I 8285

Child Care Occupations II 8286

Designed to prepare high school students for employment in child care occupations at the job entry level, the class provides first hand experiences with children. On-the-job or simulated experience is a requirement of the course. Students should elect this course in the eleventh grade, expecting to take two years of the program in child care. The second year is an extension, in depth, of Child Care Services I. Emphasis is placed on development of skills and understandings needed in working with small children and on extended occupational functions of workers in child care such as foster mother, child-care attendant, kindergarten aide, or child-care assistant. Designed for students in the last year of high school, this course should be taken just prior to entering employment. Cooperative work experience is essential. Each course meets for two or three consecutive hours daily, with three hours.

CLOTHING SERVICES

Clothing Occupations I 8280

Clothing Occupations II 8281

Prepares upper high school students for entry jobs in clothing and related occupations; such as alterationist, custom sewer, factory worker (assembly line), stitcher, and sewer. On-the-job experience in factories, clothing industries, and other such establishments is required under the supervision of the instructor. The second year is designed to build on and extend the learnings of Clothing Occupations I in preparation of clothing service workers in skills needed for responsibilities of dressmaker, custom tailoring, assembly-line manager, or wardrobe mistress. Supervised on-the-job training is required. Students are prepared for semi-skilled or entry jobs upon completion of this course. Each class meets a minimum of two consecutive hours daily, but three consecutive hours are recommended.

FOOD SERVICES

Food Occupations I 8275

Food Occupations II 8276

Designed for and prepares upper high school level students, preferably juniors, for various kinds of employment related to institutional and commercial foods services. Entry level training is provided for employment as short-order cook, caterer's helper, cafeteria or lunchroom worker, or chef's helper. On-the-job experience is required under supervision of the instructor. The second year gives additional in-depth instruction in skills related to food preparation, the development of necessary personal qualities for job success, need for a pleasing personality, and a working knowledge of the employment opportunities in the food industry. Emphasis is placed on helping students acquire skills necessary for entry into semi-skilled and skilled jobs such as food service supervisor, cook, plant hostess, manager of cafeteria or lunchroom. This course is for seniors who go immediately into employment. Supervised work training is required. Each course meets daily for a minimum of two consecutive hours block of time but preferably for a three hour block of time.

HOME FURNISHINGS SERVICES

Home Furnishing Occupations I 8295
 Home Furnishing Occupations II 8296

The beginning course, for students who are training for occupations in the construction of slipcovers, draperies, upholstery, and other entry jobs in home decoration, is available to upper high school students. A second sequential year is required to complete the program. Supervised work training coordinated by the instructor is required. The second year is an advanced course designed especially for seniors to give opportunity for perfection of skills needed in the occupations of interior decorator's assistant, upholster's assistant, or customizer of home furnishings. Cooperative work training coordinated by the instructor is required. The length of each course per day is two to three consecutive hours, the latter being preferable.

HOME AND INSTITUTIONAL SERVICES

Home and Institutional Occupations I 8290
 Home and Institutional Occupations II 8291

Prepares students as homemaking aides, motel and hotel aides, appliance demonstrators and for other related jobs in private homes and institutions such as nursing homes or hospitals. This course is designed to help the enrollee to gain an understanding of the use of large and small cleaning equipment and supplies and to develop needed basic skills for the entry level job. Supervised work training by the instructor is required. The second year is an in-depth course, especially for seniors. That emphasizes knowledge and skills necessary to be successful in the care of facilities, furnishings and equipment in homes and institutions in preparation for employment as an institutional or executive housekeeper, management aide, inspectress, or hotel and motel housekeeping. Supervised work training by the supervisor is required. Each course meets from two to three hours daily, preferably three.

TRADE AND INDUSTRIAL
EDUCATION
OCCUPATIONAL
PROGRAMS

In the following Trade and Industrial Education program descriptions, three years are indicated in most programs. Normally, the program should operate for two years, three periods per day. The third year course is to be used only in school divisions where special permission has been granted to operate the program for three years at two periods per day rather than the usual two years at three periods per day.

In each case, the second or third year involves advanced experiences in the basic knowledge and skills introduced during the first year.

As indicated, a few programs are recommended as one year courses only.

AIR CONDITIONING & REFRIGERATION

Air Cond. & Refrig. I 8503
 Air Cond. & Refrig. II 8504
 Air Cond. & Refrig. III 8505

This is a program in residential and commercial refrigeration and air conditioning to help meet the needs in this industry. This program includes training in the installation, maintenance, and repair of refrigeration and air conditioning equipment. Instruction is given in the principles of temperature measurement, electrical control systems, heat transfer, air distribution, ventilation systems, and pneumatic control systems. Plumbing skills, fundamental electricity, blueprint reading, and other related subjects are included in the program.

AUTO BODY REPAIR

Auto Body Repair I 8676
 Auto Body Repair II 8677
 Auto Body Repair III 8678

The Auto Body Repair and Refinishing course provides training in the use of the equipment and materials in the auto body mechanic trade. The student studies the construction of the automobile body and techniques of auto body repairing, rebuilding, and refinishing. Repairing, straightening, aligning, metal finishing, and painting of automobile bodies and frames are typical skills learned. Job titles in this trade include automobile body repairman, automotive painter, and frame and chassis repairman.

AUTO MECHANICS

Auto Mechanics I 8506
 Auto Mechanics II 8507
 Auto Mechanics III 8508

The Auto Mechanics course provides a training program for developing the basic knowledge and skills needed to inspect, diagnose, repair, and adjust automotive vehicles. Manual skills are developed in practical shop work. Thorough understanding of the operating principles involved in the modern automobile comes in class assignments, discussions, and shop practice. Automobile mechanics maintain and repair mechanical, electrical, and body parts of passenger cars, trucks, and buses. They also may service tractors or marine engines and other gasoline powered equipment. Mechanics inspect and test to determine the causes of faulty operation. They repair or replace defective parts to restore the vehicle or machine to proper operating condition and use shop manuals and other technical publications as references for technical data.

BARBERING

Barbering I 8509
 Barbering II 8510
 Barbering III 8511

This program includes classroom and practical experience in haircutting and styling, shaving, shampooing, and massaging. Emphasis is placed on hygiene, skin and scalp diseases, and sterilization of instruments and utensils. A knowledge of the anatomical structure of the head is necessary. Instruction is designed to qualify pupils for the licensing examination administered by the Virginia State Board of Barber Examiners.

BRICKLAYING - MASONRY TRADES

23

Bricklaying I 8512
Bricklaying II 8513
Bricklaying III 8514

In this program the student will learn to use, maintain, and handle safely the tools, machines, equipment, and materials commonly used in masonry trades. This will involve block and bricklaying, building footings and foundations, doing straight wall work, building arches and columns, designing and building fireplaces and chimneys.

BUILDING TRADES

Building Trades I 8515
Building Trades II 8516
Building Trades III 8517

The building trades program offers the students an opportunity to become acquainted with a variety of skills basic to the building industry. The student has a broad area of experience through which skills in the building trades may be developed. The course of study will include carpentry, masonry, plumbing, and residential wiring. The course is not designed to prepare a skilled craftsman in any one of the trades involved but rather to enable the student to develop the basic skills that will provide entry level employment in the building industry.

CABINETMAKING - CARPENTRY

Cabinetmaking - Carpentry I 8518
Cabinetmaking - Carpentry II 8519
Cabinetmaking - Carpentry III 8520

This program offers the student a basic understanding of the carpentry trade. It includes the preparation and construction of forms, wood framework, subflooring, sheathing, partitions, joints, stairs, studding, and rafters. Also, emphasis is placed on skills in cabinetmaking and finish work, as used in the carpentry trade.

COMMERCIAL ART

Commercial Art I 8570
Commercial Art II 8571
Commercial Art III 8572

Commercial Art consists of organized learning experiences which include theory, laboratory, and shopwork as they relate to the design and execution of layouts. The program includes instruction in advertising theory and preparation of copy, fashion illustration, poster design, package and product design, exhibits, and other display media. Silk screen, air brush and touchup, inks and color dynamics, half tone reproduction, and lettering techniques are taught. Those successfully completing the program will be prepared for employment in such occupations as fashion illustrator, technical illustrator, and advertising artist.

COMMERCIAL FOODS

Commercial Foods I 8521
 Commercial Foods II 8522
 Commercial Foods III 8523

This course is designed to prepare high school students for entering employment in food service occupations. The course of study includes practice in storage preparation and handling of food, cooking methods, such as broiling deep fat frying, steaming, and baking are taught. The preparation of special dishes, soups, salads, and garnishes is included. Waiter and waitress training is also given.

COMMERCIAL SEWING

Commercial Sewing I 8524
 Commercial Sewing II 8525
 Commercial Sewing III 8526

In this program, the student can become proficient in the operation of various types of sewing machines, including the industrial type. Instruction includes construction, alteration, and fitting of wearing apparel. It also includes fashion design; patternmaking; cutting fabric to patterns; draping; machine and handstitching; cleaning and pressing garments; and the classification, identification, and selection of fabrics.

COSMETOLOGY

Cosmetology I 8527
 Cosmetology II 8528
 Cosmetology III 8529

This program requires 2,000 hours of instruction to be taken over a three-year period beginning at the 10th grade (1,500 hours must be in the cosmetology lab. The remaining 500 may be in related subjects such as biology, health, mathematics, etc.). The course provides training in manicuring; shampooing; permanent waving; facials; massages; scalp treatment; haircutting, sitting and styling. Instruction includes the cleaning and styling of wigs and making appointments for customers. Upon satisfactory completion of requirements, the student is recommended, by the faculty, to take the examination for registration as a licensed cosmetologist.

DIESEL MECHANICS

Diesel Mechanics I 8679

This program is designed to provide classroom and shop experiences which are concerned with all phases of repair work on a variety of diesel engines. Instruction is provided in the diagnoses of malfunction of engines and examination of parts; reconditioning and replacement of parts; and repair and adjustment of fuel injection systems, oil and water pumps, generators, governors, auxiliary and accompanying power units, controls, and transmissions. Technical manuals, a variety of hand and power tools, and testing and diagnostic equipment are also utilized.

DRAFTING

Drafting I 8530
 Drafting II 8531
 Drafting III 8532

The persons qualified in drafting have an important place in industry. They are the people who have the technological and manipulative ability to take the rough ideas and sketches of engineers, architects, and designers and produce complete and accurate drawings from them. These drawings are in turn used by skilled craftsmen in construction and manufacturing. A competent employee in drafting is able to assume responsibility and work with a minimum of supervision. Promotion to an engineering technician is a step upon the career ladder of his occupation. This course is designed to prepare the student to enter the field of drafting. After the first year, the student may specialize in the architectural, mechanical, or electrical phase of the trade.

ELECTRICITY

Electricity I 8533
 Electricity II 8534
 Electricity III 8535

The electrician performs the various tasks related to electrical work either on new construction or for maintenance and repair. This course is designed to teach the student to assemble, install and test electrical fixtures and wiring used in the refrigeration, air conditioning, heating, lighting, power and other electrical systems of residences, factories, schools, and office buildings. The electrician will learn to connect electrical machinery, equipment and controls, read and follow simple blueprints, and to learn the electrical code as it applies to his state and municipality. The bending and installation conduit (tubing) through which electrical wires are pulled, and the splicing of wire is also taught in the program.

ELECTRONICS

Electronics I 8536
 Electronics II 8537
 Electronics III 8538

This is a program of instruction in the diagnosis and repair of electronic equipment of all types. Radio and television electronics will be included and will provide instruction in basic electrical and electronic theory, circuitry, fundamentals of vacuum tubes, semi conductors and in the use of such instruments as vacuum tube voltmeters, multimeters, oscilloscopes, and signal generators. Instruction in industrial electronics will include electronic control systems and assembly work in addition to the basic activities involved in radio and television instruction.

INDUSTRIAL COOPERATIVE TRAINING

Ind. Coop. Training I 8901
 Ind. Coop. Training II 8902

Industrial Cooperative Training (ICT) offers high school students the opportunity to prepare for employment in one of the many career fields within the areas of trade, industrial, technical, or health occupations. The program involves a combination of the training resources of both the high school and the technical/industrial complex of the community. Business, industrial, and professional establishments provide part-time employment and supervised training to ICT students during school hours. The high school furnishes the technical subject matter related to the student's occupation through a coordinator for the program. The objective of the program is to provide each student with the occupational experiences and related instruction necessary to prepare him to accept employment and be a productive worker in the trade or related occupation for which training was received.

INDUSTRIAL MAINTENANCE MECHANICS

Industrial Maintenance Mech. I 8575
 Industrial Maintenance Mech. II 8576
 Industrial Maintenance Mech. III 8577

This program is designed to train a student to become a maintenance mechanic within an industry. Instruction is offered in the machine trades on such equipment as lathes, milling machines, surface grinders and drill presses. Instruction in the use of gas and electric welding equipment is also included. The repair and maintenance of pneumatic and hydraulic systems is a part of the instruction. In some programs instruction in the repair of electric motors and their controls and in small internal combustion engines may be included.

MACHINE SHOP

Machine Shop I 8539
 Machine Shop II 8540
 Machine Shop III 8541

The Machine Shop course is designed to give individuals the opportunity to acquire basic skills and the related technical information necessary to gain employment as a machinist. Machinist is a skilled worker who shapes metal by using machine tools and hand tools. Instruction is given in setting up and operating the machine tools found in the trade such as lathes, drill presses, milling machines, surface grinders, and other precision equipment. The student will be taught to make standard calculations relating to dimensions of work, and the processes involved in the shaping of metal. The composition of metals will be taught so that the processes of annealing and hardening of tools and metal parts can be performed.

MEDICAL ASSISTANTS

Medical Assistants I 8545
 Medical Assistants II 8546
 Medical Assistants III 8547

This course includes study, practice and clinical training of the skills and techniques of assisting the physician in one or all of the three of the following areas: performing secretarial and other office duties; assisting the physician with patients; performing routine laboratory tests. Within these broad categories, a student will

learn to function as a receptionist and/or bookkeeper, sterilize instruments, assist with EKG and heat therapy, use visual and audio testing machines, do blood and urinalysis testing, and assist with culture and sensitivity plates.

METAL TRADES

Metal Trades I 8548
Metal Trades II 8549
Metal Trades III 8550

This program may consist of instruction in the operation of machine tools, welding and cutting, sheet metal work, introductory tool and die making and metal pattern-making. Students will receive specialized learning experiences including theory, laboratory, and shopwork as they relate to the planning, manufacturing, assembling, testing, and repairing of metal parts, mechanisms, machines, and structures. They will learn to cast, form, shape, mold, heat, cut, twist, bend, press, stamp, fuse, and mark metals or metal products. Instruction emphasizes the acquisition of skills, knowledge, and understanding which lead to the preparation for various types of skilled and semi-skilled employment in the metal trades field.

MINE MACHINERY REPAIR

Mine Machinery Repair I 8580
Mine Machinery Repair II 8581
Mine Machinery Repair III 8582

This course is designed to enable the individual to repair, adjust, and maintain mining machinery, including stripping and loading shovels, drilling and cutting machines, roof bolting machines, shuttle cars, mining motors and buggies, loaders and continuous mining machines. The student will gain knowledge and skills pertaining to welding and cutting, hydraulics, electricity (AC and DC), general mechanics, and machine shop operations.

NURSES'S AIDE

Nurses Aide I 8560

This course consists of a combination of subject matter and experiences which prepares a person to perform multiple tasks involved in the personal care of individuals receiving Nursing services. Usually the individual works under the supervision of a nurse. The student will learn to answer signals to determine patient's need; bath; dress and undress the patient; feed the patient; attend the patient during physical examination; dust and clean rooms; make beds; take and record temperature, pulse, and respiration rates, and food and liquid intake and output, as directed. The student will receive basic dietary training experiences and other experiences that will qualify him/her for assistance in the central supply room, delivery room or nursery.

PLUMBING & HEATING TRADES

Plumbing I 8551
Plumbing II 8552
Plumbing III 8553

This is a program which provides instruction and practice in the installation, maintenance, and repair of plumbing and heating equipment and systems. The student will study the materials, tools, fittings, and fixtures that are an integral part of the trade.

Related mathematics, science, and the plumbing code are emphasized. Instructional experiences will involve cutting and joining pipe, repairing plumbing fixtures, repairing and adjusting oil burners and other heating mechanisms, installing pipe, installing pumps, and similar skills.

POWER MECHANICS

Power Mechanics I	8554
Power Mechanics II	8555
Power Mechanics III	8556

This program involves a study of the theory, maintenance, and servicing of machines and devices that convert power into energy. Students will get experiences in fluid and air power (hydraulics and pneumatics); in internal combustion engines (small and large gasoline engines such as those found in autos, lawn mowers, motorcycles and boats) and in electrical power (electric motors). New discoveries such as the rotary and turbine engines will be introduced. Such experiences should enable the student to enter employment in shops and industries specializing in the maintenance and repair of power machines and devices.

PRACTICAL NURSING

Practical Nursing I	8557
Practical Nursing II	8558
Practical Nursing III	8559

The Licensed Practical Nursing course is designed to train students in the care of patients of all ages, in various stages of dependency, and with a variety of conditions. The student will have classes in anatomy, social sciences, interpersonal relationships, and the use of good judgement. There will be activities designed to develop skills related to patient care. In all situations the LPN functions under supervision of a registered nurse and/or licensed physician. In situations where the patient's condition is stable and not complex, this supervision may be little, or it may consist of continuous direction in situations requiring the knowledge and skills of the registered nurse or physician. This course is for seniors only who will complete one year in pre-clinical studies at the high school, and thirty six weeks of hospital clinical experience after high school graduation. Upon successful completion of the total program, the student will qualify to take the LPN licensing examination.

PRINTING

Printing I	8660
Printing II	8661
Printing III	8662

This is a program which includes both letterpress and offset lithography providing technical training and practice in copy preparation, composition, photography, layout and design, platemaking, duplication, and binding of printed materials of all types. Related information on paper, inks, and economic factors of printing is included as an integral part of this course. Production printing is the key point of emphasis in this program. Instructional activities will include designing and printing handouts, brochures, forms, booklets, and other types of publications.

SHEET METAL

Sheet Metal I 8663
 Sheet Metal II 8664
 Sheet Metal III 8665

This is a basic course in sheet metal layout fabrication, installation, the use of sheet metal equipment and industrial practices. Instructional activities in the shop will include the design, cutting, forming, and fabrication of such projects as tool boxes, air ducts, sheet metal containers and in some cases their installation.

SHOE REPAIRING

Shoe Repairing I 8666
 Shoe Repairing II 8667
 Shoe Repairing III 8668

The program includes organized classroom and shop learning experiences concerned with the repair of all types of footwear. Instruction emphasizes types and care of shoes; kinds and uses of tools and machines; shoe construction; shoe repairing including replacement of worn parts such as heels and soles, and sew parts that need mending; orthopedic shoemaking and repair; leather refinishing and dyeing; salesmanship and simple bookkeeping. Repairing of other articles, such as handbags, luggage, and belts may be included in the instruction.

TAILORING

Tailoring I 8669
 Tailoring II 8670
 Tailoring III 8671

This program includes specialized learning experiences concerned with the fabrication and alteration, by hand and machine, of all types of men's, women's, and children's outer garments. Instruction includes taking measurements, preparing patterns, cutting, sewing, and fitting; hand and powered machine sewing; hand and machine pressing; and making repairs and alterations from start to finish, according to patterns and the designer's specifications.

WELDING

Welding I 8672
 Welding II 8673
 Welding III 8674

This is a course in general welding, including spot welding, gas welding, arc welding and inert gas welding. It is designed to give students an understanding of the principles, methods, techniques, and skills essential for successful employment in the welding field and the metals industry. Welders join metals by applying intense heat, and sometimes pressure, to form a permanent bond between intersecting sections.

PART 11

STUDENT INTEREST
SURVEY FORM

STUDENT INTEREST SURVEY OF
VOCATIONAL EDUCATION PROGRAMS

Your Name _____

1. What grade are you in? (Circle the correct grade)

6 7 8 9 10

2. Have you taken or are you taking any orientation or exploration vocational education courses?

☐ Yes ☐ No

3. If you have answered "YES" to Item 2, what is the name of the course?

4. Do you plan to take vocational education courses in high school?

☐ Yes ☐ No

5. All vocational education programs available in the State of Virginia are included in the following list. Stars (*) next to the blocks indicate the programs that are available in your school or school division. If you plan to enroll in a vocational education program, write a 1 to indicate your first choice, a 2 for your second choice, and a 3 for your third choice in the blocks next to the programs available in your school or school division. If you are interested in some other program that is not available in your school or school division, put a check () mark in the block of the program of your interest.

Exploratory or Orientation Programs

- ☐ Exploratory Agriculture
- ☐ Business Exploration
- ☐ Accounting (12th grade)
- ☐ Office Supervision and Management (11th or 12th grade)
- ☐ Education for Employment (Distributive Education)
- ☐ Fashion Merchandising (Distributive Education)
- ☐ Hotel-Motel Management (Distributive Education)
- ☐ Radio & TV Broadcasting (Distributive Education)
- ☐ Distributive Education I Preparatory
- ☐ Intermediate Consumer and Homemaking Grade 6
- ☐ Intermediate Consumer and Homemaking Grade 7
- ☐ Intermediate Consumer and Homemaking Grade 8
- ☐ Exploring Technology
- ☐ Modern Industry and Technology
- ☐ American Industry
- ☐ World of Construction
- ☐ World of Manufacturing
- ☐ World of Communications
- ☐ World of Transportation
- ☐ Industrial Career Exploration
- ☐ Industrial Career Orientation

Programs in Agriculture

- ☐ Agricultural Production
- ☐ Agricultural Supplies and Services
- ☐ Agricultural Mechanics
- ☐ Agricultural Products
- ☐ Ornamental Horticulture
- ☐ Agricultural Resources or Forestry
- ☐ Agricultural Science and Mechanics

Programs in Business

- ☐ Accounting and Computing Occupations
- ☐ Business Data Processing Systems Occupations
- ☐ Filing, Office Machines, General Clerical Occupations
- ☐ Stenographic, Secretarial and Related Occupations
- ☐ Typing and Related Occupations
- ☐ Key punch Operator

Programs in Distribution

3

- ☐ Distributive Education Cooperative Programs
- ☐ Petroleum Marketing
- ☐ Food Distribution
- ☐ Senior Marketing
- ☐ Marketing

Occupational Programs in Home Economics

- ☐ Child Care Services
- ☐ Clothing Services
- ☐ Food Services
- ☐ Home Furnishings Services
- ☐ Home and Institutional Services

Consumer and Homemaking Programs

- ☐ Consumer & Homemaking
- ☐ Family Living
- ☐ Child Development
- ☐ Clothing Management
- ☐ Consumer Economics-Home Management
- ☐ Marriage and the Family
- ☐ Food Management
- ☐ Home Furnishings and Housing

Programs in Trade and Industry

- ☐ Air Conditioning and Refrigeration
- ☐ Auto Body Repair
- ☐ Auto Mechanics
- ☐ Barbering
- ☐ Bricklaying
- ☐ Building Trades
- ☐ Cabinetmaking and Carpentry
- ☐ Commercial Art
- ☐ Commercial Foods
- ☐ Commercial Sewing
- ☐ Cosmetology
- ☐ Diesel Mechanics
- ☐ Drafting
- ☐ Electricity
- ☐ Electronics
- ☐ Industrial Cooperative Training
- ☐ Industrial Maintenance Mechanics
- ☐ Machine Shop
- ☐ Medical Assistants
- ☐ Metal Trades
- ☐ Mine Machinery Repair
- ☐ Nurses' Aide
- ☐ Plumbing and Heating
- ☐ Power Mechanics
- ☐ Practical Nursing
- ☐ Printing
- ☐ Sheet Metal
- ☐ Shoe Repairing
- ☐ Tailoring
- ☐ Welding

APPENDIX F

ANNUAL PROJECTED PLAN FOR VOCATIONAL EDUCATION
AND PRELIMINARY APPLICATIONS FOR VIRGINIA

VOCATIONAL FUNDS FOR 1975-76

1

DIVISION OF VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
RICHMOND, VA. 23216

SUPTS. MEMO. NO.: 7247
October 1, 1974

TO: * Division Superintendents

FROM: George S. Orr, Jr., Director, Vocational Education
Marguerite Crumley, Associate Director, Vocational Education
George W. Swartz, State Supervisor, Local and Regional Planning

SUBJECT: (1) Annual Projected Plan for Vocational Education, Updated for
1975-76 and the Next Five Years
(2) Preliminary Application for Virginia Vocational Funds for
1975-76

Due January 15, 1975

Each year at this time, you are asked to update your projected plans for vocational education. These projections have been and will continue to be used as the basis for preparing the Annual State Plan for the Administration of Vocational Education. As part of the Standards of Quality, these projected plans will also be used as the vocational education portion of the Five Year School Improvement Plan, which is due June 1, 1975. Since you will send in the updated vocational education plan January 15, it need not be sent in again June 1.

Continuing a system started in 1973-74, you are being asked to apply for vocational education funds along with your annual projected plan. The preliminary application for funds is called for at this time in order, under the new method of funding vocational education, to be able to approve applications in time to assist you in developing your budget and in anticipating vocational education funds for the next fiscal year. The approved preliminary applications should be in your hands by the first of April. It is hoped that this will give you sufficient time to institute approved new programs and to carry forward on plans to expand or update continuing programs.

While it is essential that the preliminary applications be received in January, the total amount of reimbursement to you will be contingent upon the amount of funds available in the second year of the 1974-76 budget.

Attached you will find instructions and forms for reporting plans for vocational education and for applying for certain vocational funds. The plan and application, with Schedules, are to be returned to the Division of Vocational Education by January 15, 1975. In order to acquaint you and your staff with the forms, we will be having regional meetings in October & November to discuss them. The schedule of these meetings is on Page 2.

In the meantime, if you want assistance, please call Mr. Swartz at (804) 770-5483. Also, the vocational education supervisor assigned to your division for planning will be available upon request to work with you. (A list of these supervisors by task force areas is attached).

Please provide to Mr. Swartz the names of the persons who will attend the area meetings.

(over)

- ATTACHMENTS:
1. Introduction
 2. Form for Updating Annual and Five Year Plan
 3. Schedules No. 1a-1f - Preliminary Application - FTE Add'l. Costs
 4. Schedules No. 2A-2F - Preliminary Application for Equipment for 1974-75 with Five Year Projections
 5. Schedules No. 3a-3f - Preliminary Application for Adult Classes with Five Year Projections
 6. Schedule No. 4 - Secondary Vocational Personnel With Five Year Projections
 7. Schedules No. 5-6 - Application for Continuing or New Special Vocational Programs and Projects (Disadvantaged, Handicapped, etc.)
 8. Schedule No. 7 - Construction Plans
 9. Schedule No. 8 - Anticipated Funding and Budget Summary for Vocational Education 1974-75
 10. Schedule No. 9 - Proposal for New Vocational Education Program
 11. Schedule No. 10 - Application for Virginia Vocational Funds
 12. List of Approved Programs in Vocational Education
 13. List of Reimbursement Rates

SCHEDULE OF AREA MEETINGS

<u>Representatives from School Divisions in Supts. Regional Study Group No.</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>	<u>Room</u>
4	October 30, 1974	10:00-12:00 Noon	Fauquier High School 705 Waterloo Road Warrenton, Virginia	Aud.
5	November 4, 1974	10:00-12:00 Noon	Augusta County Valley Vocational School Fishersville, Virginia	(TBA)
6	November 4, 1974	2:30- 4:30	Roanoke County Ed. Ct. Salem, Virginia	208
7	November 5, 1974	10:00-12:00	Smyth Co. Voc. Center Chilhowie, Virginia	(TBA)
1	November 7, 1974	10:00-12:00 Noon	Richmond Technical Ct. 2020 Westwood Avenue Richmond, Virginia	237
3	November 7, 1974	2:30- 4:30	Essex High School Tappahannock, Virginia	(TBA)
2	November 8, 1974	10:00-12:00	Norfolk Technical Ct. 1330 Military Highway Norfolk, Virginia	C-5

GSO/MC/GWS:mrh

LIST OF STATE SUPERVISORS OF VOCATIONAL EDUCATION
ASSIGNED BY TASK FORCES FOR ASSISTANCE TO LOCALITIES

Carl Jorgensen:	Task Force 1 - Lee, Norton, Scott, Wise Task Force 2 - Buchanan, Dickenson, Russell, Tazewell Task Force 15- Charles City, Chesterfield, Goochland, Hanover, Henrico, New Kent, Powhatan, Richmond City
Julian Campbell:	Task Force 3 - Bland, Bristol, Carroll, Fries, Galax, Grayson, Smyth, Washington, Wythe Task Force 4 - Floyd, Giles, Montgomery, Pulaski, Radford Task Force 10- Albemarle, Charlottesville, Fluvanna, Greene, Louisa, Nelson
Thomas Hughes:	Task Force 5 - Alleghany, Botetourt, Clifton Forge, Covington, Craig, Roanoke County, Roanoke City, Salem Task Force 12- Danville, Franklin County, Henry, Martinsville, Patrick, Pittsylvania Task Force 16- Caroline, Fredericksburg, King George, Spotsylvania, Stafford
George Swartz:	Task Force 6 - Augusta, Bath, Buena Vista, Harrisonburg, Highland, Lexington, Rockbridge, Rockingham, Staunton, Waynesboro
M. M. Gray:	Task Force 7 - Clarke, Frederick, Page, Shenandoah, Warren, Winchester Task Force 9 - Culpeper, Fauquier, Madison, Orange, Rappahannock Task Force 20- Chesapeake, Franklin, Isle of Wight, Nansemond, Norfolk, Portsmouth, Southampton, Virginia Beach
James Horan:	Task Force 8 - Alexandria, Arlington, Fairfax County, Fairfax City, Loudoun, Prince William, Falls Church City Task Force 11- Amherst, Appomattox, Bedford County, Bedford City, Campbell, Lynchburg Task Force 13- Brunswick, Halifax, Mecklenburg, South Boston Task Force 22- Accomack, Cape Charles, Northampton
Nancye Devier:	Task Force 14- Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward Task Force 17- Colonial Beach, Lancaster, Northumberland, Richmond, Westmoreland Task Force 18- Essex, Gloucester, Mathews, Middlesex, King & Queen, King William, West Point
Dewey Oakley:	Task Force 19- Dinwiddie, Greenville, Hopewell, Petersburg, Prince George, Sussex, Surry, Colonial Heights
Marguerite Crumley:	Task Force 21- Hampton, James City-Williamsburg, Newport News, Poquoson, York

REGIONAL MEETINGS

4

Region I

Amelia County	Dinwiddie County	Mecklenburg County	Sussex County
Buckingham County	Goochland County	New Kent County	Colonial Heights City
Brunswick County	Greensville County	Nottoway County	Emporia City
Charles City County	Halifax County	Powhatan County	Hopewell City
Charlotte County	Hanover County	Prince Edward County	Petersburg City
Chesterfield County	Henrico County	Prince George County	Richmond City
Cumberland County	Lunenburg County	Surry County	South Boston City

Region II

Accomack County	York County	Newport News City	Williamsburg City
Isle of Wight County	Chesapeake City	Norfolk City	Cape Charles
James City County	Franklin City	Portsmouth City	Poquoson
Northampton County	Hampton City	Suffolk City	
Southampton County	Nansemond City	Virginia Beach City	

Region III

Caroline County	King William County	Richmond County	West Point
Essex County	Lancaster County	Spotsylvania County	Colonial Beach
Gloucester County	Mathews County	Stafford County	
King & Queen County	Middlesex County	Westmoreland County	
King George County	Northumberland County	Fredericksburg City	

Region IV

Arlington County	Frederick County	Prince William County	Fairfax City
Clarke County	Loudoun County	Rappahannock County	Falls Church City
Culpeper County	Madison County	Shenandoah County	Winchester City
Fairfax County	Orange County	Warren County	
Fauquier County	Page County	Alexandria City	

Region V

Albemarle County	Campbell County	Rockbridge County	Lexington City
Amherst County	Fluvanna County	Rockingham County	Lynchburg City
Appomattox County	Greene County	Bedford City	Staunton City
Augusta County	Highland County	Buena Vista City	Waynesboro City
Bath County	Louisa County	Charlottesville City	
Bedford County	Nelson County	Harrisonburg City	

Region VI

Alleghany County	Giles County	Pulaski County	Martinsville City
Botetourt County	Henry County	Roanoke County	Radford City
Craig County	Montgomery County	Clifton Forge City	Roanoke City
Floyd County	Patrick County	Covington City	Salem City
Franklin County	Pittsylvania County	Danville City	

Region VII

Bland County	Lee County	Washington County	Norton City
Buchanan County	Russell County	Wise County	Fries
Carroll County	Scott County	Wythe County	
Dickenson County	Smyth County	Bristol City	
Grayson County	Tazewell County	Galax City	

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VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS
(PHASE 1)

INTRODUCTION

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

The Division of Vocational Education, State Department of Education, has developed a management information system called Vocational Education Management Information System or VEMIS. The system provides information on vocational course offerings, financial and resource (personnel, equipment, instructional materials) requirements, and enrollments in the vocational education programs.

The system consists of three phases. The First Phase deals with vocational education program planning. Information on vocational education program purposes and activities, fiscal budget, resource requirements, and enrollment projections is collected in this phase. The process will facilitate the school divisions' update of the five year plan for vocational educational programs which serves as the basis for the development of two important planning documents: (1) The Annual and Long Range State Plan for the Administration of Vocational Education, and (2) The Five Year School Improvement Plan, SOQ Report Form 9.

The Second Phase is the implementation and operation of the planned vocational education programs. During the second phase, the Vocational Education Reporting System (VERS) collects student enrollment figures of vocational education programs. Information collected through VERS will be used for funding of vocational education programs. Reimbursement for various vocational education activities are made during the second phase.

The Third Phase deals with annual evaluations of vocational education programs. A manual called "Annual Local Evaluation of Vocational and Technical Education" has been developed for this purpose. The manual will aid administrators to identify strengths and weaknesses of the programs. Each school division will submit to the State Division of Vocational Education an evaluation report consisting of strengths and weaknesses of the programs, and planned steps to correct the situations. Information from the third phase will aid school divisions in making necessary plans for vocational education program offerings and in updating the five year plan.

It must be emphasized that the phases are interdependent. They form a cycle, Phase 1 leading to Phase 2; Phase 2 leading to Phase 3; and Phase 3 leading to Phase 1. The First Phase is the starting point of the cycle. A statewide picture of the vocational education program is obtained when a cycle is completed. The information helps not only in completing necessary federal reports, but also suggests specific actions to improve vocational education for coming years.

Attached herewith is a copy of the planning document dealing with Phase 1, Program Planning. The document contains forms and directions for completing the forms.

PROGRAM PLANNING DOCUMENT

The Program Planning Document consists of three sections. The First Section is the "Five Year Plan for Program Improvement in Vocational Education." Vocational Education goals at State level, objectives and strategies at local division level are listed in the Five Year Plan. The Second Section consists of forms projecting enrollments, equipment needs, adult activities, and other information related to vocational education program offerings. The Third Section deals with the application for reimbursement from the Virginia Vocational Education funds. Detailed instructions for completing forms for each section are given in each appropriate section.

For assistance in completing the forms, contact the Vocational Education Supervisor assigned to your school division for program planning or contact Mr. George Swartz, Supervisor, Local and Regional Planning, Division of Vocational Education, State Department of Education, Richmond, VA 23216. Telephone (804) 770-5483.

Completed forms should be mailed by January 15, 1975, to Mr. George S. Orr, Jr., Director, Vocational Education, State Department of Education, Richmond, VA 23216. Enclose in the mailing:

1. One copy of the "Five Year Plan for Vocational Education," updated 1975-76
2. Two copies of each Schedule No. 1a through 1f
3. One copy of each Schedule 2a through 2f
4. One copy of each Schedule 3(1)a through 3(1)f, and 3(2)a through 3(2)f
5. One copy of Schedule 4
6. Three copies of each Schedule 5 and Schedule 6
7. One copy of Schedule 7
8. Two copies of Schedule 8
9. Two copies of Schedule 9
10. Two copies of Schedule 10.

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS
(PHASE 1)

SECTION 1

FIVE YEAR PLAN FOR PROGRAM IMPROVEMENTS IN VOCATIONAL EDUCATION

INTRODUCTION AND INSTRUCTIONS
FOR
SECTION I: FIVE YEAR PLAN FOR PROGRAM IMPROVEMENT
IN VOCATIONAL EDUCATION

Evaluation and Assessment

Assessment is the evaluation or appraisal of the current status of an objective or goal. The evaluation instrument for vocational education, Annual Local Evaluation of Vocational and Technical Education, made available last spring, assisted local school divisions in assessing the major strengths and weaknesses of their programs and in making recommendations for program improvement. This assessment should be reflected in the update of the five year plan through statements of objectives which are based on local needs and through strategies or the action plan. Further assessment of needs in terms of each goal will be necessary to develop a meaningful plan.

PLANNING

The major purpose for planning by the State Division of Vocational Education and local school divisions is to develop long-range guides for their operation so that resources of time, talent, and money can be utilized to the greatest extent possible in obtaining the goals of vocational education.

Since 1964 school divisions in Virginia have been projecting annual and five year plans for vocational education, each year with more accuracy and sophistication. This year the format for updating the five year plan has been revised and simplified making its use easier and more meaningful. School divisions are encouraged to use this format in updating their five year vocational education plans. The plan format consists of goals, objectives of each goal, and strategies to carry out the objectives. A brief explanation of each area of the format is given below.

MISSION

The State Division of Vocational Education has adopted the following mission for vocational education program fields:

The mission of the Division of Vocational Education is through joint effort with local school divisions and other agencies to ensure that all persons will have ready access to vocational education programs..... that are commensurate with their abilities, interests, and educational needs.

GOALS

In carrying out this mission the Division of Vocational Education has identified five major goals:

GOAL NO. 1 - Enable persons to acquire the skills and knowledge needed for employment in occupations of their choice and for which there are employment opportunities.

GOAL NO. 2 - Enable persons to acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.

GOAL NO. 3 - Enable persons to become aware of employment opportunities and job requirements for use in making career choices and in determining their educational programs.

GOAL NO. 4 - Enable adults to acquire skills and knowledge needed for initial employment, job employment, job advancement, and/or homemaking.

GOAL NO. 5 - Enable persons to exhibit pride in work well done, confidence in ability to perform, and to develop a realistic self image in relation to work in their chosen vocation.

The mission states the ultimate aim or purpose of the vocational education system, and the system implements this ultimate purpose through a series of activities known as goals. Since vocational education is the joint effort of State and local educational agencies, a school division can adopt, revise, and/or refine any or all of these goals and can develop other goals in addition to these five goals.

OBJECTIVES

The goals are accomplished through activities that are quantifiable, commonly known as objectives. The objectives of the school division should:

1. be related to goals, purposes, and needs
2. be stated in terms of student performance
3. be measurable
4. be localized for the school division
5. specify target dates for attainment

Example 1:

Goal
Students will acquire skills, mental and manipulative, needed for employment.

Objective
By June 30, 1978, 75% of the students graduating from high school will have a job entry skill as determined by the completion of a vocational education program.

STRATEGIES

Strategies are the means or specific plans which, when carried out, facilitate the attainment of the objectives. Every strategy in the school division plan should state:

1. when it will be done
2. who will do it
3. what will be done
4. how the results will be measured or implementation recognized
5. positive action

In relation to Example 1, page 10, the goal, objective, and strategy might be stated and numbered as follows:

Example 2:

<u>Goal</u>	<u>Objective</u>	<u>Strategy</u>
1. Students will acquire skills, mental and manipulative, needed for employment.	1.1 By June 30, 1978, 75% of the students graduating from high school will have a job entry skill as determined by the completion of a vocational education program.	1.1.1 By September, 1975, the following senior intensified programs will be established - farm machinery operator, retail sales, office clerk, caterer helper, and tune-up specialist to enroll 80 seniors.

HINTS FOR UPDATING YOUR FIVE YEAR PLAN

TO DETERMINE NEEDS AND OBJECTIVES

To assess needs in terms of stated goals, consider each goal separately by asking: "In light of this goal, where are we? and where do we want to be? The discrepancy between these two, where you are and where you wish to be, is the basis for determining a real need. This suggests that data collection and research of a kind certainly must be engaged in before real needs may be determined. Once needs have been determined, many alternatives may be reviewed to select the most feasible one to meet the needs identified. After the alternative to be pursued is chosen, then it must be programmed. This involves writing objectives in terms of learning outcomes for students in terms of the identified need and the initial goal.

If your school division participated in the program evaluation field test last spring, you will have already pointed up major program needs and made recommendations for program improvement. These program needs should be stated as objectives with the recommendations for program improvement being stated in strategies in terms of each objective.

PLANNING PERSONNEL

The annual and five year plan for vocational education should reflect input from all areas of the vocational education program and from vocational personnel including students and their parents, teachers, supervisors and administrators; the planning council; and representatives from business and industry. The planning council may appoint a task force for updating the vocational education plan with a group of sub-task forces for each major program field and/or level of instruction. Such participation not only will assure the development of a viable plan, but also will assure broad participation in implementing the plan.

FORMAT OF THE PLAN

All school divisions are urged to use the prescribed new format for stating their goals, objectives, and strategies. The format and specific directions follow.

1. Dr. W. H. Seawell, Professor of Education, University of Virginia
in presentation to Vocational Education State Staff.

SPECIFIC DIRECTIONS

A copy of the new format for listing goals, objectives, and strategies will be found on page 13. Double horizontal lines on the format indicate starting on a new page. The numbering system is as follows: The first number, one digit, refers to the goal number. The second number, two digits, refers to the objective number of the goal. The third number, 3 digits, refers to the strategy number of the objective of the goal. For example, "3.2.4" refers to Goal No. 3, Objective No. 2 of Goal 3, and Strategy No. 4 of the objective. Each goal and its objectives and strategies may be listed on a separate page or pages.

On each page:

1. write the school division name;
2. title it as "Five-Year Plan for Program Improvement in Vocational Education Updated 1975-76;"
3. write the goal number and the goal statement; and
4. under the goal statement draw a table of four columns as shown in the format.

Col. A Local Objectives In Measurable Terms

Write objectives that have been developed in your school division in light of the goal statement. Number each objective following the numbering system.

Col. B, Col. C, and Col. D Strategies to Meet Local Objectives - Five Year Action Plan

Strategies to accomplish a given objective can be spread over the span of five fiscal years (1975-1980). If a strategy is to be implemented during 1975-76, it will be listed under Column B (1975-76). If a strategy is to be implemented during 1976-77, it will be listed under Column C and so on. Number each strategy following the numbering system as described earlier. The strategies listed under the three columns should account for all strategies pertaining to an objective.

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1975-76

GOAL NO. 1 - "Enable persons to acquire the skills and knowledge needed for employment in occupations of their choice and for which there are employment opportunities."

A Local Objectives In Measurable Terms	B Strategies to Meet Local Objectives - Five Year Action Plan		
	1975-76	1976-77	1977-1980
1.1	1.1.1		1.1.1
1.2	1.1.2	1.1.2	
1.3	1.1.3	1.1.3	
1.4			1.1.4

Use Additional Numbers as Needed

GOAL NO. 2 - "Enable persons to acquire the competencies needed as consumers of goods and services for home and family living, and for personal use."

2.1	2.2.1	2.2.1	
2.2	2.2.2		2.2.2
2.3		2.2.3	2.2.3

Use Additional Numbers as Needed

GOAL NO. 3 - "Enable persons to become aware of employment opportunities and job requirements for use in making career choices and in determining their educational programs."

3.1	3.3.1	3.3.1	
3.2	3.3.2	3.3.2	3.3.2
3.3	3.3.3		

Use Additional Numbers as Needed

GOAL NO. 4 - "Enable adults to acquire skills and knowledge needed for initial employment, job improvement, job advancement and/or homemaking."

4.1	4.4.1		
4.2		4.4.2	4.4.2
4.3			4.4.3

Use Additional Numbers as Needed

GOAL NO. 5 - "Enable persons to exhibit pride in work well done, confidence in ability to perform and to develop a realistic self-image in relation to work in their chosen vocation."

5.1		5.5.1	5.5.1
5.2	5.5.2		5.5.2
5.3		5.5.3	5.5.3

Use Additional Numbers as Needed

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

(PHASE 1)

SECTION 2

ACTIVITIES PROJECTIONS

INSTRUCTIONS

SECTION 2: ACTIVITIES PROJECTION

The annual and five year plan of Section 1 is updated more specifically in Section 2. Forms are furnished to make specific projections of activities. The activities include projections of student enrollments, adult activities, equipment and facility needs, special projects and the budget. Projection information is given on ten schedules, numbered "VEMIS - Schedule 1" through VEMIS - Schedule 10". All schedules are completed at the division level. (If the situation warrants, a division can adapt the forms to gather information from each school in the division.) The schedules are color coded for each vocational education service.

<u>SERVICE</u>	<u>COLOR</u>	<u>FORM NO.</u>
		VEMIS - SCHEDULE
Agricultural Education	Blue	1a, 2a, 3a
Business Education	Gold	1b, 2b, 3b
Distributive Education	Buff	1c, 2c, 3c
Home Economics Education	Yellow	1d, 2d, 3d
Industrial Arts	Pink	1e, 2e,
Trade & Industrial & Health (Including Fire Service Training Adult Programs)	Green	1f, 2f, 3f
Central Office (All Services Combined)	White	4, 5, 6, 7, 8, 9, & 10

Each schedule is attached with instructions for completion of the Schedule.

INSTRUCTIONS FOR SCHEDULE NO. 1a-f

Schedules No. 1a through 1f are used to supply information on vocational education course offerings for regular students. Separate forms are provided for the six vocational education services. The forms are color-coded. Information on the following items will aid completion of the forms.

- a. 1974-75 Five Year Plan Update
- b. 1974-75 copies of 1a-1f
- c. 1974-75 Enrollment data
- d. Manpower need projections
- e. Student interest survey
- f. Recent evaluation or assessment report of vocational education programs.

Completion of Schedules No. 1a-1f:

Col. A - Preprinted course titles with duration of course and indication of "coop." or "non-coop."

Col. B - Preprinted course codes.

Col. C - Continuation, Expanded or New Programs, Number of Schools

C = Continuation. Indicate the number of schools where the course is being offered this year and will continue to be offered next year.

E = Expansion. Where a course is being offered this year in at least one school in your division, indicate the number of additional schools where the course will be offered next year.

N = New Course. If the course is not offered this year in any school in your division, but will be offered the first time next year, indicate the number of schools which will offer the new course. For each new course offering, approval must be obtained by sending in two copies of Schedule 9, "Proposal for New Vocational Education Program," to the State Supervisor of the appropriate vocational education program field.

Col. D - Number Enrolled.

Indicate the number of students who will enroll in the course. Estimate carefully the number of students who will enroll in the course, keeping in mind the maximum number of students in each class and number of student work stations. Base your estimation on current enroll-

ments, assessed student needs, demand for the course, availability of services, and students' projected plans available in the guidance office.

Col. E - Number of Periods Per Class Per Day.

A period is defined as having a minimum of 50 minutes of instruction including reasonable time to change classes. If the period in your school is less than 50 minutes, the following method can be used to compute the number of periods:

Number of periods = Total consecutive minutes of instruction per day \div 50. For example, if a class meets three consecutive periods a day, and each period for 40 minutes, the number of periods is computed as follows:

$$\text{Number of periods} = 3 \times 40 \div 50 = 2.4$$

The number of class periods for "coop" students is based on the number of periods released from school for on-job training in addition to periods in a related training class in school. The maximum number of periods allowed is 4.

Col. F - Student Periods.

Multiply the figure in Column D by the figure in Column E.
(Student Periods = Figure in Column D x Figure in Column E)

Col. G - Full-Time Equivalent Students.

Divide the figure in Column F by 5.
(FTE = Figure in Column F \div 5)

Col. H - Additional Costs per FTE. Preprinted.

Col. I - Additional Funds to School Division.

Multiply the figure in Column G by the figure in Column H.
(Additional Funds = Figure in Column G x Figure in Column H)

Col. J - Projected enrollment 1976-77.

Based upon current enrollments, estimate the number of students to be enrolled in the course during 1976-77. Estimation is made using information on employment opportunities, student demand, and available personnel and facilities.

Col. K - Projected enrollment 1979-80.

Estimate by courses the number of students to be served during the FY1979-80. Consider whether or not the enrollment is expected to grow, remain the same, or decrease; whether or not resources will be available for growth; and trends in student and manpower demand.

Subtotal: Subtotal is calculated for a group of courses.

Subtotals are calculated for Col. C, Col. D, Col. F, Col. G, Col. I, Col. J and Col. K.

Total: Add all the Subtotals.

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Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS

AGRICULTURAL EDUCATION

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS			D NO. EN- ROLLED	E NO. PER- IODS CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUI- VALENT STUDENTS F ÷ 5	H ADDITIONAL COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION C x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Explor. Agric. Grade 6	8002								75			
Explor. Agric. Grade 7	8003								75			
Explor. Agric. Grade 8	8004								75			
	8004								150			
SUBTOTAL:	XXXX					XXXXX			XXXX			
Agric. Sc. & Mech. I	8006								267			
Agric. Sc. & Mech. II	8008								267			
Agric. Process & Marketing III	8028								267			
	8028								267			
Agric. Process & Marketing IV	8030								267			
	8030								267			
Agric. Process & Marketing V	8032								267			
	8032								267			
Ornamental Horticulture III	8034								267			
	8034								267			
Ornamental Horticulture IV	8036								267			
	8036								267			
Ornamental Horticulture V	8038								267			
	8038								267			
Natural Resources Mgt. III	8040								267			
	8040								267			

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A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAM'S NO. OF SCHOOLS			D NO. EN- ROLLED	E NO. PER- IODS PER CLASS	F STUDENT PERIODS D H F	G FULLTIME EQUI- VALENT STUDENTS F F 5	H ADDITIONAL COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION G X H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Natural Resources Mgt. IV	8042								267			
	8042								267			
Natural Resources Mgt. V	8044								267			
	8044								267			
Agric. Prod. III	8010								267			
	8010								267			
Agric. Prod. IV	8012								267			
	8012								267			
Agric. Prod. V	8014								267			
	8014								267			
Agric. Mach. Serv. III	8016								267			
	8016								267			
Agric. Mach. Serv. IV	8018								267			
	8018								267			
Agric. Mach. Serv. V	8020								267			
	8020								267			
Agric. Bus. III	8022								267			
	8022								267			
Agric. Bus. IV	8024								267			
	8024								267			
SUBTOTAL:	XXXX					XXXXX			XXXXX			
TOTALS:	XXXXXX					XXXXXX			XXXXXX			

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State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76

WITH 1-5 YEAR PROJECTIONS

BUSINESS EDUCATION

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS		D NO. EN- ROLLED	E NO. PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUI- VALENT STUDENTS F x 5	H ADDITIONAL COSTS PER FTE	I ADDITIONAL SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E								
Business Exploration	6109							0			
								0			
General Business - Orientation	6110							0			
SUBTOTAL	XXXX				XXXXX			XXXXXX			
Beginning Typewriting	6151							0			
Advanced Typewriting	6154							96			
Beginning Shorthand	6211							96			
Advanced Shorthand	6215							96			
Beginning Bookkeeping	6311							96			
Advanced Bookkeeping	6315							96			
Accounting	6320							96			
Record Keeping I	6330							96			
Record Keeping II	6332							96			
Office & Clerical Practice	6410							96			
Office Procedure, Double Period	6420							96			
Medical Office Procedures	6730							267			
Legal Office Procedures	6735							267			
Reprographics I Block Program	6660							267			
SUBTOTAL	XXXX				XXXXXX			XXXXXX			

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A CONTR. TITLE	B CCOURSE CODE	C CONTINUATION EXPANDED C NO. OF SCHOLS			D NO. EN- ROLLD	E NO. PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUI- VALENT STUDENTS F - 5	H ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N							
Reprographics II Block Program	6670								267		
Coop.	6670								267		
Coop.	6159								246		
Clerk Typist I Block Program	6159								246		
Coop.	6160								246		
Clerk Typist II Block Program	6160								246		
Coop.	6250								246		
Stenography I Block Program	6250								246		
Coop.	6260								246		
Stenography II Block Program	6260								246		
Coop.	6340								246		
Clerical Account. I	6340								246		
Block Program	6350								246		
Coop.	6350								246		
Clerical Account. II	6350								246		
Block Program	6500								96		
Vocational Office Training	6640								267		
Coop.	6640								267		
Business Data Proc. I	6640								267		
Block Program	6650								267		
Coop.	6650								267		
Business Data Proc. II	6650								267		
Block Program	XXXX								XXXXXX		
SUBTOTAL:	XXXX								XXXXXX		
TOTALS:	XXXXXX								XXXXXX		

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS
DISTRIBUTIVE EDUCATION

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS			D NO. EN-ROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D X E	G FULLTIME EQUI-VALENT STUDENTS F X 5	H ADDIT. COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Education for Employ. Grade 7	8104								150			
Education for Employ. Grade 8	8106								150			
Education for Employ. Grade 9	8108								150			
DE I Preparatory Grade 10	8110								150			
Fashion-Merch. Grade 12	8144								150			
Hotel/Motel Management Grade 12	8146								150			
SUBTOTAL:	XXXX					XXXX			XXXXXX			
DE II Coop Grade 11	8120								214			
DE III Coop Grade 12	8130								214			
Petroleum Marketing Grade 12 Coop.	8148								214			
Food Distribution Grade 12 Coop.	8142								214			
SUBTOTAL:	XXXX					XXXX			XXXXXX			
Marketing I Grade 11	8132								214			
Marketing II grade 12	8134								214			
Senior Marketing Grade 12	8136								214			
Radio and TV I	8161								150			
SUBTOTAL:	XXXX					XXXX			XXXXXX			
TOTALS:	XXXX					XXXX			XXXXXX			

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Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76

WITH 1-5 YEAR PROJECTIONS

HOME ECONOMICS EDUCATION

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS			D NO. EN-ROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUIVALENT STUDENTS F x 5	H ADDITIONAL COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
									75			
Homemaking Grade 6	8205								150			
Homemaking Grade 7	8206								75			
Home Ec. - Exploration	8221								150			
Home Ec. - Adapted	8220								150			
SUBTOTAL:	XXXX					XXXXXX			XXXXXX			
Homemaking-Family Living (HE V)	8270								246			
Homemaking I	8230								246			
Homemaking II	8240								246			
Homemaking III	8250								246			
Homemaking IV	8260								246			
*Clothing I	8241								150			
*Clothing II	8242								150			
*Foods I	8246								150			
*Foods II	8247								150			
HE - Child Development	8284								123			
HE - Clothing Management	8274								123			
HE - Consumer Ec.-Home Mgt.	8271								123			
HE - Food Management	8273								123			
HE - Home Furnishings	8297								123			
HE - Marriage & the Family	8272								123			
SUBTOTAL:	XXXX					XXXXXX			XXXXXX			

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A	B	C			D	E	F	G	H	I	J	K
		COMMUNIC. ENRICHED CH NIC PROGRAMS										
COURSE TITLE	COURSE CODE	C	E	N	NO. EN- ROLLED	NO. PER- CLASS	STUDENT PERIODS D X E	FULL-TIME EQUI- VALENT STUDENT F X S	ADMIT. COSTS PER FTE	ADDITIONAL FUNDS TO SCHOOL DIVISION G X H	PROJECTED ENROLLMENT 1976-77	PROJECTED ENROLLMENT 1979-80
HE - Child Care Occupa. I	8285								246			
	Coop.											
HE - Child Care Occupa. I	8285								246			
HE - Child Care Occupa. I	8285								246			
HE - Child Care Occupa. I	8285								246			
HE - Child Care Occupa. I	8285								246			
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HE - Child Care Occupa. I	8285								246			
HE - Child Care Occupa. I	8285											

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76 WITH 1-5 YEAR PROJECTIONS INDUSTRIAL ARTS EDUCATION

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS			D NO. ENROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUIVALENT STUDENTS F - S	H ADDIT. COSTS PER FTE.	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C NO. OF SCHOOLS	E N	N								
18 Weeks	8461								75			
Exploring Technology I	8461								150			
36 Weeks	8462								150			
Modern Industry and Technology II	8463								150			
American Industry									150			
The World of Construction I	8431								150			
The World of Manufacturing II	8425								150			
The World of Communications	8415								150			
The World of Transportation	8445								150			

Division of Vocational Education
State Department of Education
Richmond, VA 23216

ESTIMATION OF STUDENTS IN REGULAR VOCATIONAL PROGRAMS DURING 1975-76
WITH 1-5 YEAR PROJECTIONS

TRADE & INDUSTRIAL EDUCATION

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS			D NO. EN-ROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUIVALENT STUDENTS F ÷ 5	H ADDIT. COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Ind. Career Orient. I	8701								150			
Ind. Career Explor. I	8702								150			
Ind. Career Orient. II	8703								150			
Ind. Career Explor. II	8704								150			
SUBTOTAL:	XXXX				XXXX				XXXXXX			
Air Conditioning & Refrig. I	8503								300			
Air Conditioning & Refrig. II	8504								300			
Air Conditioning & Refrig. III	8505								300			
Auto Mechanics I	8506								321			
Auto Mechanics II	8507								321			
Auto Mechanics III	8508								321			
Barbering I	8509								300			
Barbering II	8510								300			
Barbering III	8511								300			
Bricklaying I	8512								321			
Bricklaying II	8513								321			
Bricklaying III	8514								321			
Building Trades I	8515								321			
Building Trades II	8516								321			
Building Trades III	8517								321			

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A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS NO. OF SCHOOLS			D NO. EN-ROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUIVALENT STUDENTS F x 5	H ADDL. COSTS PER PTC	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Carpentry-Cabinetmaking I	8518								321			
Carpentry-Cabinetmaking II	8519								321			
Carpentry-Cabinetmaking III	8520								321			
Commercial Foods I	8521								321			
Commercial Foods II	8522								321			
Commercial Foods III	8523								321			
Commercial Sewing I	8524								300			
Commercial Sewing II	8525								300			
Commercial Sewing III	8526								300			
Cosmetology I	8527								300			
Cosmetology II	8528								300			
Cosmetology III	8529								300			
Drafting I	8530								267			
Drafting II	8531								267			
Drafting III	8532								267			
Electricity I	8533								321			
Electricity II	8534								321			
Electricity III	8535								321			
Electronics I	8536								300			
Electronics II	8537								300			
Electronics III	8538								300			
Machine Shop I	8539								321			
Machine Shop II	8540								321			
Machine Shop III	8541								321			
Maintenance and Repair I	8542								300			

A COURSE TITLE	B COURSE CODE	C CONTINUATION, ENRICHED OR NEW PROGRAMS			D NO. EN- ROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUI- VALENT STUDENTS F x 5	H ADMIT. COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Maintenance and Repair IX'	8543								300			
Maintenance and Repair III	8544								300			
Metal Trades I	8548								300			
Metal Trades IX	8549								300			
Metal Trades III	8550								300			
Plumbing I.	8551								300			
Plumbing II	8552								300			
Plumbing III	8553								300			
Power Mechanics I	8554								321			
Power Mechanics II	8555								321			
Power Mechanics III	8556								321			
Commercial Art I	8570								267			
Commercial Art II	8571								267			
Commercial Art III	8572								267			
Ind. Maintenance Mech. I	8575								321			
Ind. Maintenance Mech. II	8576								321			
Ind. Maintenance Mech. III	8577								321			
Mine Machinery Repair I	8580								321			
Mine Machinery Repair II	8581								321			
Mine Machinery Repair III	8582								321			
Printing I	8660								321			
Printing II	8661								321			
Printing III	8662								321			
Sheet Metal I	8663								321			
Sheet Metal II	8664								321			

A COURSE TITLE	B COURSE CODE	C CONTINUATION, EXPANDED OR NEW PROGRAMS			D NO. EN-ROLLED	E NO. PERIODS PER CLASS	F STUDENT PERIODS D x E	G FULLTIME EQUI-VALENT STUDENTS F x 5	H ADULT COSTS PER FTE	I ADDITIONAL FUNDS TO SCHOOL DIVISION G x H	J PROJECTED ENROLLMENT 1976-77	K PROJECTED ENROLLMENT 1979-80
		C	E	N								
Sheet Metal III	8665								321			
Tailoring I	8669								267			
Tailoring II	8670								267			
Tailoring III	8671								267			
Welding I	8672								321			
Welding II	8673								321			
Welding III	8674								321			
Auto Body Repair I	8676								321			
Auto Body Repair II	8677								321			
Auto Body Repair III	8678								321			
Diesel Mechanics	8679								321			
Ind. Coop. Training I	8901								214			
Ind. Coop. Training II	8902								214			
SUBTOTAL:	XXXX					XXXXXX			XXXXXX			
Medical Assistant I	8545								267			
Medical Assistant II	8546								267			
Medical Assistant III	8547								267			
Practical Nursing I	8557								267			
Practical Nursing II	8558								267			
Practical Nursing III	8559								267			
Nurses' Aide	8560								246			
Health Assistant Cluster	8561								246			
SUBTOTAL:	XXXX					XXXXXX			XXXXXX			
TOTALS:	XXXXX					XXXXXX			XXXXXX			

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INSTRUCTIONS FOR SCHEDULE NO. 2A-2F

These schedules are used to indicate funds needed to buy equipment with anticipated reimbursement from State/Federal sources. When ready to purchase equipment, an application, as made in the past, should be sent to the proper program field supervisor. The following information is necessary to complete the schedule:

1. The list of approved vocational education programs which is included in this document, and
2. The reimbursement rate for your school division.

The following information would be useful in completing the schedule:

1. Evaluation or assessment report.
2. Prices by the suppliers of equipment.

Col. A - Name of Program.

From the attached list of approved vocational education programs, select and write the names of programs (not courses) that will be offered by your Division for which equipment purchases are planned for 1975-76, 1976-77, or 1979-80. Use appropriate form (color coded) for each program field.

Col. B - Estimated Amount of Equipment Needs. Reimbursement at
%, 1975-76

Find the rate of reimbursement for your school division from the list of reimbursement rates. Fill in the blank with the rate.

Total: Estimate the total amount needed to buy equipment for each program during 1975-76.

Reimbursement: Multiply the total amount by your present reimbursement percentage rate.

Total Amount x Reimbursement Rate = Reimbursement

(This is the amount your school division is eligible to receive from vocational education funds if funds are approvable and available. It is possible that for any one school division the reimbursement rate may change from one year to another dependent upon the Control Factors for figuring reimbursement rates.)

Col. C - Estimated Amount Equipment Needs. Reimbursement at _____ %
1976-77

Follow the instruction given for Column B. Estimate the amount for 1976-77.

Col. D - Estimated Amount Equipment Needs. Reimbursement at _____ %
1979-80

Follow the instructions given for Column B. Estimate the amount for 1979-80.

*SCHOOL DIVISION

ESTIMATED AMOUNT FOR BUSINESS EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS



Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR HOME EC. EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

[illegible]

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

[illegible]

SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ESTIMATED AMOUNT FOR T & I EQUIPMENT
FOR 1975-76 WITH 5 YEAR PROJECTIONS

[illegible]

INSTRUCTIONS FOR SCHEDULE NO. 3(1)a - 3(1)f

Schedule 3(1) is used for indicating funds needed for reimbursement of adult education programs. Schedule 3(2) is used for adult supplements. The following information would be helpful in completing the schedules.

- a. List of current adult classes
- b. Evaluation or assessment report of adult programs.

NOTE: Schedule 3(1)e is missing since Industrial Arts Adult Classes are not eligible for reimbursement with Vocational funds.

Schedule 3(1)a - 3(1)f Part-time Adult Program Estimated Enrollment and Cost

Col. A - Type of Program.

Three types of programs: Regular, Disadvantaged, and Handicapped. Under each type, list the general areas* that are planned to be offered during 1975-76.

Col. B - P, S, or A.

Write P for Preparatory, S for Supplementary, or A for Apprenticeship.

Col. C - Estimated Enrollment.

Estimate the total number of students of the type in Col. A, who would take the adult program.

Col. D - Number of Classes.

*Group classes according to the length of class in clock hours. Give the total number of classes.

Col. E - Hours Per Class.

Duration of a class in clock hours.

Col. F - Total Class Hours.

Multiply figures in Column D by Column E.

Col. G - Average Instructional Cost Per Hour.

Calculate per hour average wage paid to the instructors of the course.

Col. H - Total Cost.

Multiply the figure in the Column F by the figure in Column G.

Col. I - Use the reimbursement rate for your school division from the list of reimbursement rates. School divisions having apprentice centers and/or fire service training will be reimbursed at 100% of the instructional costs.

Col. J - Total Reimbursement.

Multiply the figure in Column F by the figure in Column I.

Col. K - Enrollment Projection.

Project enrollments in adult education programs for 1976-77 and 1979-80.

AGRICULTURAL EDUCATION

301/302

BUSINESS EDUCATION

303/304

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

DISTRIBUTIVE EDUCATION

[illegible]

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

HOME ECONOMICS EDUCATION

[illegible]

307/308

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PART-TIME ADULT PROGRAM ESTIMATED ENROLLMENT AND COST

TRADE AND INDUSTRIAL EDUCATION

[illegible]

309/310

SCHEDULE 3(2)a - 3(2)f - ADULT SUPPLEMENT

Adult Supplement - A supplement to the basic salary of a teacher in the day school program who during after school hours and on a regular basis initiates and organizes adult classes, provides instructional material, secures and aids the adult instructor, and supervises adult enrollees' on-the-job activities. Such teachers may be employed for 60, 120, or 180 hours of adult activity, depending upon the needs of the program. There can be no deviation from the time units of 60, 120, or 180 hours. The total supplement must be added to the teacher's basic salary.

Col. A - Hours.

Adult supplement hours preprinted.

Col. B - Number of Teachers.

Fill in the number of teachers on adult supplement.

Col. C - Wage Per Hour (Per Teacher.)

Indicate the wage rate per hour per teacher.

Col. D - Total Cost.

Multiply figures in Column A, Column B, and Column C.

Col. E - Reimbursement Requested.

Figure reimbursement for the adult supplement at the reimbursement rate for your school division from the list of reimbursement rates multiplied by the hourly rate up to a maximum of \$8. (The hourly rate is 2/3 of the hourly wage for adult instructors up to a maximum of \$12. The adult instructor is paid at the higher rate to cover actual class hours and out-of-class preparation.)

Rate of Reimbursement x Hourly Wage = Reimbursement

NOTE: Schedule 3(2)e is missing since Adult Supplements do not apply to Industrial Arts instructors.

SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)
AGRICULTURAL EDUCATION

Hours A	Number of Teachers B	Wage Per Hour C	Total Cost D AxBxC	Reimbursement Requested _____% up to \$8 an hour E
60				
120				
180				
TOTAL				

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)
BUSINESS EDUCATION

Hours A	Number of Teachers B	Wage Per Hour C	Total Cost D $A \times B \times C$	Reimbursement Requested _____% up to \$8 an hour E
60				
120				
180				
TOTAL				

SCHOOL DIVISION

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)
DISTRIBUTIVE EDUCATION

Hours A	Number of Teachers B	Wage Per Hour C	Total Cost D $A \times B \times C$	Reimbursement Requested ____ % up to \$8 an hour E
60				
120				
180				
TOTAL				

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)
HOME ECONOMICS EDUCATION

Hours A	Number of Teachers B	Wage Per Hour C	Total Cost D $A \times B \times C$	Reimbursement Requested % up to \$8 an hour E
60				
120				
180				
TOTAL				

SCHOOL DIVISION _____

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

ADULT SUPPLEMENTS (TEACHERS)
TRADE AND INDUSTRIAL EDUCATION

Hours A	Number of Teachers B	Wage Per Hour C	Total Cost D AxBxC	Reimbursement Requested _____% up to \$8 an hour E
60				
120				
180				
TOTAL				

INSTRUCTIONS FOR SCHEDULE 4

This schedule is used for projecting the number of personnel who will be employed in vocational education programs in your school division.

Col. A - Personnel Preprinted.

Col. B - Number of Persons Employed.

Project number of persons to be employed on a 10 month, 11 month, or 12 month basis. Indicate the total. Project total number of teachers including teachers of regular programs and teachers of special projects.

Col. C - Projected Number to be Employed.

Estimate personnel needs of each category in Column A two years from now and five years from now.

Total each column.

2

Division of Vocational Education
State Department of Education,
Richmond, Va. 23216

SECONDARY
VOCATIONAL EDUCATION PERSONNEL

A Personnel	B No. Persons Employed 1975-76				C Projected No. To Be Employed	
	10 Mos.	11 Mos.	12 Mos.	Total	1976-77	1979-80
1. Director, Vocational Education						
2. Program Field Supervisors						
Agriculture-----						
Business-----						
Distribution-----						
Home Economics-----						
Industrial Arts-----						
Trade & Industrial-----						
Health-----						
3. Principal, Vocational Center						
4. Assistant Principal, Vocational Center						
5. Teachers						
Agriculture						
Business						
Distribution						
Home Economics						
*Industrial Arts		XXXXX	XXXXX			
Trade & Industrial						
Health						
6. Other Personnel (List)						

Total Personnel						

*Reimbursement is not available for extended contracts for Industrial Arts

INSTRUCTIONS FOR SCHEDULE NO. 5

Page 1

1. Submit 3 copies of each application. Apply for each program or project on a separate application.
2. Check the vocational program field for which training is given. (Check only one)
3. Fill in name of school division.
4. Check type of program or project as defined below:

Disadvantaged: A vocational program or project especially designed for disadvantaged students. Disadvantaged students are defined as those who because of their disadvantage, academic, economic, social, or cultural, cannot succeed in a regular vocational program and become employable. (Mentally or emotionally handicapped students are not included in this group.) "Part B" and "102.b" refer to the sources of funds. Be sure to indicate accurately source of funding from your current approval.

Handicapped: A vocational program or project especially designed for students with physical, mental, or emotional handicaps who because of their handicapping condition cannot become employable through regular vocational programs.

Exemplary: Especially designed vocational program or projects which apply research findings to curriculum problems resulting in programs which can serve as models for other teachers, schools, and divisions.

Cooperative, Part G: Cooperative education programs designed for the unmet needs for cooperative education for students who want training in occupations not covered in the present school program, for the gifted, or for the disadvantaged. Cooperative education programs especially designed for disadvantaged students who because of their disadvantage are difficult to place in on-the-job training programs. To enable placement, employers who understand the program and who are willing to cooperate with the school in training these students are identified before the program is funded. "Part G" refers to source of funding. "Part G" does not refer to regular COE, ICT; D.E., etc. cooperative programs.

(Programs for the disadvantaged are funded through Part B and Section 102(B) of the Vocational Education Act. 102(b) programs and Cooperative, Part G, programs are targeted to divisions with a dropout rate above the State dropout rate for the previous year.)

5. Write the title of the project with the course titles and codes used to report students enrolled.
6. Write in "fiscal year" and "amount of aid requested" taken from total of Columns C & D, Page 56, Schedule No. 5.

7. The application must be signed by the Division Superintendent or an official approved by the Assistant State Superintendent for Finance.
8. Fill in date of Application.

Page 55 Schedule 5

Item I Fill in information about supervisor as indicated.

Item II Col. A - Give the course code assigned to the special class.

Col. B - Give the number to be enrolled in each class.

Col. C - Give the number of classes in each course code.

Col. D - Give the number of periods per class.

Projected enrollment - Estimate the enrollment projected for 1976-77 and 1979-80 for each course code.

Item III Col. 1 - Space is provided for information on as many as 12 instructors, add a second page if there are more than 12 instructors in the project.

Col. 2 - Give the percentage of time involved in the project for each instructor.

Col. 3 - Check proper column for length of employment period.

Col. 4 - Project the annual salary for each instructor for 1975-76.

Col. 5 - Using the reimbursement basis at the bottom of Page 55. complete Column 5 for each instructor; then total the column.

Col. 6 - Total travel approved if travel is part of project. (For the purpose of this project report travel only for the purpose of coordinating training of students in cooperative on-the-job programs.)

Page 56 Schedule 5

Item IV Estimated expenditures.

1. Salaries - Column A & B carry forward from Item III, Page 55.
Column C - Multiply Column B by the rate of reimbursement for your school division from the list of reimbursement rates.
Column D - Self Explanatory

2. Travel - Column A - Carry forward from Item III, Page 55.

3a. Instructional Materials

Column A - Use total cost figure. (Complete itemized list is to be furnished later on equipment application form, for approval by the Supervisor in charge of the program field.)

Column C - Use rate of reimbursement for your school division from list of reimbursement rates.

3b. Equipment

Column A
Column C Same as instructions in 3a above.

Page 57 Schedule 5

Self Explanatory.

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

APPLICATION FOR CONTINUATION OF SPECIAL VOCATIONAL EDUCATION PROGRAMS AND PROJECTS

(Check One)

☐ Agriculture
☐ Business
☐ Distribution
☐ Home Ec.
☐ Consumer Homemaking

☐ Industrial Arts
☐ Trade & Industrial
☐ Combination
List _____

The _____ hereby requests
(Name of College, County or City School Division)

approval of this program or project:

☐ Disadvantaged - 102.b
☐ Disadvantaged, Part B
☐ Handicapped
☐ Exemplary
☐ Cooperative, Part G

and financial assistance as described in this application.

Title of Project: _____

Amount of aid requested for fiscal year ending June 30, 19____ \$____

Signed _____ Title _____
Superintendent, or Designated Official

Date _____

DO NOT WRITE BELOW THESE LINES

The application is approved for reimbursement not to exceed \$ _____

for fiscal year ending June 30, 19____.

Date _____

Signed _____

Title _____

VEMIS - SCHEDULE NO. 5

I. This project will be under the supervision of:

Name _____
 Title _____
 Address _____
 Phone _____

II. Number of students to be served by this program:

Course Code A	Number Enrolled B	Number of Classes C	No. Periods Per Class D	Projected Enrollment	
				1976-77	1979-80
XXX		XXXX	XXXXX		

III. Schedule of Proposed Salaries

1 Teacher No.	2 % Time This Program	3 To Be Employed For: (Check)			4 Total Annual Salary	5 Amount of Annual Salary Applicable To Reimbursement*	6 Travel
		10 Mos.	11 Mos.	12 Mos..			
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
TOTALS	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXX			

*Reimbursement Based on Salary up to State Maximums for 1975-76 as Follows:

10 Mos. - \$10,528; 11 Mos. - \$11,581; 12 Mos. - \$12,634

IV. Estimated Expenditure for 1975-76

	Total Cost A	Total Applicable to Reimbursement B	Amount of Reimbursement at ____% of Col. B C	Fixed Charges at 10% Rate of Col. C D
1. <u>Salaries</u> Totals Forwarded from Item III				
2. <u>Travel</u>		XXXXXXXXXXXXXXXX		XXXXXXXXXXXXXXXX
SUBTOTAL (1+2)				XXXXXXXXXXXXXXXX
	Total Cost	Total Applicable to Reimbursement	Amount of Reimbursement at ____% of Col. A	XXXXXXXXXXXXXXXX
*3a. <u>Instructional Materials</u>		XXXXXXXXXXXXXXXX		XXXXXXXXXXXXXXXX
*b. <u>Equipment</u>		XXXXXXXXXXXXXXXX		XXXXXXXXXXXXXXXX
SUBTOTAL (3a+b)		XXXXXXXXXXXXXXXX		XXXXXXXXXXXXXXXX
TOTAL				

*Reimbursement depends upon availability of funds

—

VEMIS - SCHEDULE NO. 5
(Continuing Projects Only)

Addendum:

Describe and justify major revisions in the project from the previous year.

Assurances:

Restate assurances regarding participation of students in non-profit private school and non-commingling of Federal funds with State and local sources.

Instructions for Schedule No. 6

Page 1

Follow instructions given for Page 1, Schedule No. 5.

Page 2

Follow instructions given for Page 2, Schedule No. 5.

Page 3

Follow instructions given for Page 3, Schedule No. 5.

Page 4

This is an outline to follow in writing a proposal for a new project.

Page 5

Assurances as stated must be included with the proposal.

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

APPLICATION FOR NEW SPECIAL VOCATIONAL EDUCATION PROGRAMS AND PROJECTS

(Check One)

☐ Agriculture
☐ Business
☐ Distribution
☐ Home Ec.
☐ Consumer Homemaking
(Disadvantaged)

☐ Industrial Arts
☐ Trade & Industrial
Combination
List _____

The _____ hereby requests
(Name of College, County or City School Division)

approval of this program or project:

☐ Disadvantaged - 102.b
☐ Disadvantaged, Part B
☐ Handicapped
☐ Exemplary
☐ Cooperative, Part G

and financial assistance as described in this application.

Title of Project: _____

Amount of aid requested for fiscal year ending June 30, 19____ \$ _____

Signed _____ Title _____
Superintendent or Designated Official

Date _____

DO NOT WRITE BELOW THESE LINES

The application is approved for reimbursement not to exceed \$ _____
for fiscal year ending June 30, 19____.

Date _____

Signed _____

Title _____
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VEMIS - SCHEDULE NO. 6

I. This project will be under the supervision of:

Name _____
 Title _____
 Address _____
 Phone _____

II. Number of students to be served by this program:

Course Code A	Number Enrolled B	Number of Classes C	No. Periods Per Class D	Projected Enrollment	
				1975-76	1979-80
XXX		XXXX	XXXXX		

III. Schedule of Proposed Salaries

1	2	3			4	5	6
Teacher No.	% Time This Program	To Be Employed For: (Check)			Total Annual Salary	Amount of Annual Salary Applicable To Reimbursement*	Travel
		10 Mos.	11 Mos.	12 Mos.			
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
TOTALS	XXXXXXXX	XXXXXXXX	XXXXXXXX	XXXXXXXXXX			

*Reimbursement Based on Salary up to State Maximums for 1975-76 as Follows:

10 Mos. - \$10,528;

11 Mos. - \$11,581;

12 Mos. - \$12,634

IV. Estimated Expenditure for 1975-76

	Total Cost A	Total Applicable to Reimbursement B	Amount of Reimbursement at ____% of Col. B C	Fixed Charges at 10% Rate of Col. C D
1. <u>Salaries*</u> Totals Forwarded from Item III				
2. <u>Travel</u>		XXXXXXXXXXXXXX		XXXXXXXXXXXXXX
SUBTOTAL (1+2)				XXXXXXXXXXXXXX
	Total Cost	Total Applicable to Reimbursement	Amount of Reimbursement at ____% of Col. A	XXXXXXXXXXXXXX
*3a. <u>Instructional Materials</u>		XXXXXXXXXXXXXX		XXXXXXXXXXXXXX
* b. <u>Equipment</u>		XXXXXXXXXXXXXX		XXXXXXXXXXXXXX
SUBTOTAL (3a+b)		XXXXXXXXXXXXXX		XXXXXXXXXXXXXX
TOTAL				

*Reimbursement depends upon availability of funds

PROGRAM OR PROJECT PROPOSAL

Describe the proposed program or project in narrative form following the outline below:

- I. Title of Project
- II. Statement of the Problem
- III. Related Research or Background Information
- IV. Brief Description of Project
- V. Objectives
- VI. Procedures (Describe in detail)
- VII. Chronological Time Schedule
- VIII. Qualifications of Professional Personnel that will be Involved
- IX. Plan for Evaluation of Procedures Used and of Project
- X. Plan for Dissemination of the Results of This Project
- XI. Explanation of How the School Division Plans to Carry On the Project After its Initial Funding
- XII. Assurances Related to Participation of Students in Non-profit Private Schools and Non-commingling of Funds

(See Reverse Side)

Assurance

Participating of Students in Nonprofit Private Schools. Each application for a special program of vocational education shall include assurance that, to extent consistent with the number of students enrolled in nonprofit private schools in the area to be served whose educational needs are of the type which the program or project is designed to meet, provision will be made for the participation of such students.

Such assurance shall include:

- (a) a description of the manner in which determination was made of the need for participation of students in nonprofit private schools;
- (b) a description of arrangements for their participation and copies of agreements between the local educational agency and the nonprofit private school;
- (c) a description of measures to be taken to assure that such participation will be genuine and meaningful;
- (d) provisions for assuring proper supervision and evaluation of such participation;
- (e) provisions that service for students in nonprofit private schools will be under public control and direction;
- (f) provisions that no expenditure of federal funds will be used for private school construction, equipment, (except mobile or portable), or for salaries of personnel for regular duties;
- (g) provisions that forming classes that are separated by school enrollments or religious affiliation will be avoided.

Assurance

Non-Commingling of Funds. In accordance with established auditing procedures each school division receiving funds for a special program of vocational education shall assure that accounting methods will be used which will assure that each expenditure of federal funds made available can be separately identified as such and will not be commingled with state or local funds.

INSTRUCTIONS FOR SCHEDULE 7

This schedule is used for construction of new facilities. Do not use this form for facilities already under construction.

Col. A - Type of Facility-Preprinted.

If the facility will be shared by more than one school division, names of the school divisions sharing the facility should be listed.

Col. B - Student Capacity.

Estimate the number of students who would use the facility after its completion. Estimation is based on the space requirements for laboratories, equipment, and program standards.

Col. C - Starting Date.

Indicate the month and year of starting the construction if funds become available.

Col. D - Completion Date.

Write in the month and year of the proposed completion date.

Col. E - Estimated Cost of Construction.

Estimate the cost for constructing the building. Do not include equipment cost.

NOTE: At the bottom of the Schedule 7(1) indicate if application for vocational funds will or will not be made.

Use of FacilityCol. 1 - Vocational Education Service-Preprinted.Col. 2 - Programs to be Offered.

List the programs of vocational education service that will be offered in the new facility.

Col. 3 - Initial Equipment Cost.

Estimate amount of money that will be used for buying equipment to furnish the laboratories.

SCHOOL DIVISION _____

PROJECTED CONSTRUCTION OF VOCATIONAL EDUCATION FACILITIES

The above mentioned school division plans to construct a new vocational education facility within the next fiscal year. The description, cost, construction starting and completion dates are given below:

A Type of Facility	B Student Capacity	C Starting Date		D Completion Date		E Estimated Cost of Bldg.
		Month	Year	Month	Year	
1. Addition to existing facility						
2. Dept. of new school						
3. *Voc. Ed. Center						

* List the name of the divisions sharing the facility

1. _____
2. _____
3. _____

Circle one:

Application will/will not be made for assistance from Voc. Ed. funds.

USE OF THE FACILITY

1 Voc. Ed. Service	2 List Programs To Be Offered	3 Initial Equipment Cost
Ag. Education		
Bus. Education		
Distributive Education		
Home Economics		
Industrial Arts		
Trade & Industrial		

NOTE: If there is insufficient space in Columns 2 and 3 for all proposed programs in an occupational field, use an attachment.

INSTRUCTIONS FOR SCHEDULE 8

Schedule 8 is the budget summary for the 1975-76 year. It contains two parts, Part I - Anticipated Revenues, and Part II - Anticipated Expenditures. It is suggested that the second part should be completed first.

Completing Part II

Anticipated Expenditures

Item 1 - Salaries.

Col. A: Different types of personnel are listed. Referring to the information given on Schedule 4, estimate the total salaries for each type of personnel.

Item 1d- Teachers of Vocational Courses.

Exclude teachers of special projects or portions of teachers' salaries reimbursed through special projects.

Col. B: Total the salaries Items 1a through Item 1e.

Item 2 - Instructional Materials.

Based on experience and last year's expenditure, estimate the amount needed for instructional materials (including consumable supplies) for the five vocational service areas. Total in Column B.

Item 3 - Travel.

Estimate the amount needed for travel by teacher coordinators and other personnel. Write in the total in Column B. DO NOT include travel in Schedules 5 and 6.

Item 4 - Maintenance of Equipment.

*Indicate the amount needed to keep equipment in good working order.

Item 5 - Extended Contracts.

Referring to Item 5 of Schedule 4, estimate the amount needed to pay for 11th and 12th month salaries for teachers. DO NOT include application for extended contracts on Schedules 5 and 6 for full time personnel. Part-time personnel should be included.

Item 6 - Special Programs and Projects.

Use the information given on Schedule 5 and Schedule 6 to estimate the amount. Total the amount in Column B.

Item 7 - Adult Vocational Education.

Schedule 3(1) and Schedule 3(2) contain information that can be used estimating the amount needed for the Adult Education activities. Total the amounts in Column B.

Item 8 - Equipment.

Using the information given on Schedule 2, (Column B, Total) estimate the amount needed to purchase equipment.

Item 9 - Construction.

Write in the construction cost for 1975-76 on projects already approved by the Division of Vocational Education.

Item 10 - Optional, Other (List).

Include items (non-reimbursed) which reflect local cost for vocational education such as operational costs of centers.

Total the amount of the ten items. This total will be used in calculating local funds in Part I.

Completing Part I

Anticipated RevenuesItem 1 - Additional Cost for Vocational Education.

Use the total figures given under Column I of Schedules 1a through 1f to complete this item. Total in Column B.

Item 2 - Reimbursement on Salaries for Supervisory Personnel (Approved Local Directors, Program Field Supervisors and Principals of Vocational Education Centers.)

To calculate revenues from Vocational Education funds towards salaries, multiply your 1975-76 reimbursement rate by the salary up to the following maximums: 10 months, \$10,528; 11 months, \$11,581; 12 months, \$12,634.

Item 3 - Categorical Funds.

- a. Adult. Use the figure under Column J of Schedule 3(1) and Column E of Schedule 3(2).
- b. Travel. Using last year's revenue from Vocational Education funds, estimate this year's revenue. DO NOT include travel revenue on Schedules 5 and 6.
- c. Extended Contracts. Estimate the income for personnel on Sched. 4 excluding amounts claimed on Schedules 5 and 6. Figure as follows: For the 11th month - your reimbursement rate multiplied by the monthly salary up to \$1,053.
) For the 11th and 12th months - your reimbursement rate multiplied by \$2,105.
- d. Special Programs or Projects. Use the reimbursed figures on Schedule 5 and Schedule 6.
- e. Equipment. Use figure given under Column B (Reimbursed) of Schedule 2.
- f. Construction. Give the amount of reimbursement already approved by the Division of Vocational Education.
- g. Work Study. Use the information given on your current special application form for Work Study. If requesting Work Study for the first time write for Work Study Application Form to Mrs. Maude Goldston, Assistant Supervisor, Special Projects, Division of Vocational Education, State Department of Education, Richmond, Virginia 23216.

Total in Column B.

Item 4 - Other Income.

Estimate the revenues from tuition fees and other income in connection with Vocational Education Programs.

Calculate the subtotal.

Item 5 - Local Funds.

The difference between the total of Part II and the subtotal of Part I. This amount comes from basic school aid funds and additional funds.

SCHOOL DIVISION

ANTICIPATED REVENUES AND EXPENDITURE FOR VOCATIONAL EDUCATION 1975-76

I. Anticipated Revenues

A Source of Funds		B Amount
1. Additional Cost for Vocational Education		
a. Agricultural Education (Col. I, 1a)	\$ _____	
b. Business Education (Col. I, 1b)	\$ _____	
c. Distributive Education (Col. I, 1c)	\$ _____	
d. Home Economics Education (Col. I, 1d)	\$ _____	
e. Industrial Arts Education (Col. I, 1e)	\$ _____	
f. Trade & Industrial Education (Col. I, 1f)	\$ _____	
Total (Additional Cost).....		\$ _____
2. Salaries: Local Director, Supervisor, Principal of Vocational centers.....		\$ _____
3. Categorical Funds		
a. Adult	\$ _____	
b. Travel	\$ _____	
c. Extended Contract	\$ _____	
d. Special Program or Project	\$ _____	
e. Equipment	\$ _____	
f. Construction	\$ _____	
g. Work Study	\$ _____	
Total (Categorical Funds).....		\$ _____
4. Other Income (Tuition Fees, etc.).....		\$ _____
	SUBTOTAL	\$ _____
5. Local Funds.....		\$ _____
	TOTAL	\$ _____

II. Anticipated Expenditure

Items	Amount
1. Salaries	
a. Director, Vocational Education	\$ _____
b. Program Field Supervisors	\$ _____
c. Principal and Asst. Principal of Vocational Centers	\$ _____
d. Teachers of Vocational Courses	\$ _____
e. Other	\$ _____
Total (Salaries).....	\$ _____

(See Back Page 2)

TOTAL

INSTRUCTIONS FOR SCHEDULE 9

Schedule 9 titled "Proposal for New Vocational Education Program Approved for Reimbursement from Vocational Funds Regular Programs" is completed for each new (not expanded) program listed on Schedules 1a - 1f. Two copies of Schedule 9 are sent to the appropriate program field supervisor. If it is a combination program (involving more than one program field), send two copies to Mr. George Swartz, Supervisor for Vocational Education Local and Regional Planning, State Department of Education, Richmond, VA 23216.

The items are self-explanatory.

Division of Vocational Education
State Department of Education
Richmond, Va. 23216

PROPOSAL FOR NEW VOCATIONAL EDUCATION PROGRAM*
APPROVED FOR REIMBURSEMENT FROM VOCATIONAL FUNDS
REGULAR PROGRAMS

Directions: Send to the State Supervisor identified two copies of Schedule 9 for each new program listed on Schedule 1a-1f. The proposal should also be submitted with Schedule 1a-1f.

To the State Supervisor of: (Check only one)

☐ Agriculture
☐ Business
☐ Distribution
☐ Home Economics
☐ Industrial Arts

☐ Trade & Industrial
☐ Combination Program
☐ List Program Fields

The _____ hereby
(Name of School Division)

requests approval of the following new program as described in the attached proposal.

Title of Program: _____ Course Codes _____

Schools in which program will be offered: _____

This Program will be under the local supervision of:

Name _____ Title _____

Address _____ (zip) _____ Phone _____

Signed _____ Title _____
Superintendent or Designated Official

Date _____

(Program proposal data -- on reverse side.) DO NOT WRITE BELOW THIS LINE

The proposal for a new program is approved for purposes of reimbursement as indicated on the attached copy beginning July 1, 19____.

Title of Program _____ Course Codes _____

Date _____ Signed _____

Title _____

*A new vocational program is defined as a curriculum which has not been previously offered in the school division.

PROGRAM PROPOSAL

Describe the proposed program briefly in narrative form following the outline below:

- I. Title of Program _____
- II. Brief Statement of Student Population to be Served _____
- III. Program Objectives _____
- IV. Procedures for Implementing Program (including enrollment projections and the chronological time schedule over a three year period.)

Courses Offered in Program	No. Sections - Anticipated Enrollment					
	1st Yr. 19__ - __		2nd Yr. 19__ - __		3rd Yr. 19__ - __	
	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment

- V. Attach outline of Program (Courses), Content, Length of Program, and Instructional Plan
- VI. Number of Professional Personnel and Teaching Certificate Endorsement: Number
- VII. Cost of Implementing and Maintaining Program for the First, Second, and Third Years

PROJECTED COST OF NEW PROGRAM

Cost Item	1st Year	2nd Year	3rd Year
Salaries			
Travel			
Room Facilities			
Equipment			
Maintenance of Equipment			
Instructional Materials			
Instructional Supplies			
Other (List)			
Total			

VOCATIONAL EDUCATION MANAGEMENT INFORMATION SYSTEM - VEMIS

(Phase 1)

SECTION 3

- \ (a) Application for State Aid
- (b) List of Approved Programs in Vocational Education
- (c) List of Reimbursement Rates for School Divisions

SECTION 3: APPLICATION FOR STATE AID

Section 3 deals with the application for State Aid for regular Vocational Education course offerings indicated in Section 2 (Schedules 1a - 1f). An application form (VEMIS - SCHEDULE NO. 10) titled "Application for State Aid from Virginia Vocational Funds for Additional Cost for Regular Programs, Schedules 1a - 1f" is included in this package.

Completion of FORM VEMIS - SCHEDULE NO. 10

All items are self-explanatory. Information given on Schedule 8 and Schedules 1a - 1f are used completing the items dealing with the aid requested.

PRELIMINARY APPLICATION FOR STATE AID FROM VIRGINIA VOCATIONAL FUNDS
FOR ADDITIONAL COST FOR REGULAR PROGRAMS, SCHEDULES 1a-1f

Date

The School Board of _____ County or City
hereby applies for State Aid from the Vocational Funds as follows:

Attach to this application Schedules No. 1a-1f, thru 8, and the Five Year Updated Plan.

	Aid Requested	Do Not Fill In
		Aid Approved
*Additional Funds to School Division (FTE)		
Total FTE Students _____	\$ _____	\$ _____

Program Field	No. FTEs	Additional Funds
Agriculture	_____	_____
Business	_____	_____
Distributive	_____	_____
Home Economics	_____	_____
Industrial Arts	_____	_____
Trade & Industrial	_____	_____
*TOTAL	_____	_____

The School Board for _____ agrees to the conditions set forth on the reverse side of this sheet.

Division Superintendent of Schools

The above preliminary application is approved for \$ _____ for FY _____ to be reimbursed to the said school board on forms provided by the Division of Vocational Education, State Board of Education in accordance with the terms of the approval, subject to the students being enrolled in the identified courses.

Date

Signed _____

*These figures should be the same.

CONDITIONS

1. Submit this application in duplicate.
2. Submit, with application, Schedules 1a-1f, (in duplicate); Schedules No. 2a-2f, 3a-3f, 4 (one copy); Schedules No. 5, 6 (three copies each); Schedules No. 7 and 8 (one copy each), along with one copy of the Five Year Updated Plan.
3. The School Division certifies that each vocational program meets the program standards.
4. It is agreed that necessary student accounting, teacher assignments, and financial records will be provided for the State Department of Education at specified intervals for a determination of whether vocational funds continue to be used for the purpose provided under this approval.
5. In case the vocational education program or any phase thereof is discontinued, the State and Federal Education agencies are to be refunded a fair proportion of the funds advanced to the locality under the terms of this application.
6. Applications for State aid on categorical items shall be submitted individually on forms available for these purposes for the next fiscal year.
7. In the event of insufficient State funds for additional costs for regular programs, reimbursement will be prorated accordingly.

Division of Vocational Education
State Department of Education
Richmond, Virginia

LIST OF APPROVED PROGRAMS IN VOCATIONAL EDUCATION

I. Agricultural Education Occupational Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	*Maximum Students
010100	Agricultural Production	8010	Agricultural Production III	20
		8012	Agricultural Production IV	20
		8014	Agricultural Production V	20
010200	Agricultural Supplies and Services	8022	Agricultural Business III	15
		8024	Agricultural Business IV	15
010300	Agricultural Mechanics	8016	Agricultural Machinery Services III	15
		8018	Agricultural Machinery Services IV	15
		8020	Agricultural Machinery Services V	15
010400	Agricultural Products	8028	Agricultural Processing and Marketing III	15
		8030	Agricultural Processing and Marketing IV	15
		8032	Agricultural Processing and Marketing V	15
010500	Ornamental Horticulture	8034	Ornamental Horticulture III	20
		8036	Ornamental Horticulture IV	20
		8038	Ornamental Horticulture V	20
010600	Agricultural Resources	8040	Natural Resources Management III	15
	or	8042	Natural Resources Management IV	15
010700	Forestry	8044	Natural Resources Management V	15
			(List under the most appropriate OE Code.)	
019900	Other - Agriculture	8006	Agricultural Science and Mechanics I	20
		8008	Agricultural Science and Mechanics II	20
		8050	Agriculture - Special Needs	15
		8070	General Mechanics - Special Needs	15

II. Agricultural Orientation and Exploration Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	*Maximum Students
019999	Exploratory or Orientation	8002	Exploratory Agriculture - Grade 6	20
		8003	Exploratory Agriculture - Grade 7	20
		8004	Exploratory Agriculture - Grade 8	20

* Maximum Number of Students Per Class.

III. Business Education Occupational Programs

O.E. Class.	Name of Program	Course Code	Required Courses for each Program	*Maximum Students
14.0100	Accounting and Computing Occupations	6110	General Business	25
		6151	Beginning Typewriting	30
		6340	Clerical Accounting I (block)	25
		6350	Clerical Accounting II (block)	25
			or	
		6110	General Business	25
		6151	Beginning Typewriting	30
		6311	Bookkeeping, Beginning	25
		6315	Bookkeeping, Advanced	25
		6410	Office Practice	25
14.0200	Business Data Proces- sing Systems Occupations	6110	General Business	25
		6151	Beginning Typewriting	30
		6640	Business Data Processing I (block)	15
		6650	Business Data Processing II (block)	15
14.0300	Filing, Office Machines, General Clerical Occupa- tions Reprographics	6110	General Business	25
		6151	Beginning Typewriting	30
		6710	Filing I or 6660 Reprograph I	25
		6720	Filing II or 6670 Reprograph II	25
			or	
		6110	General Business	25
		6151	Beginning Typewriting	30
		6154	Advanced Typewriting	25
		6311	Bookkeeping) or	25
		6330	Recordkeeping)	25
		6410	Office Practice	25
14.0100	Office Services	6740	Office Services I (block)	15
14.0300	Disadvantaged	6741	Office Services II (block)	15
14.0400		6742	Office Services III (block)	15
14.0500				
14.0700	Stenographic, Secretarial and Related Occupations	6110	General Business	25
		6151	Beginning Typewriting	30
		6250	Stenography I (block)	25
		6260	Steno. II (block) or 6730 Med. Off. Pro.	25
			or or 6735 Leg. Off. Pro.	
		6110	General Business	25
		6151	Beginning Typewriting	30
		6154	Advanced Typewriting	25
		6211	Shorthand, Beginning	25
		6215	Shorthand, Advanced	25
		6410	Office Practice	25
14.0900	Typing and Related Occu- pations	6110	General Business	25
		6151	Beginning Typewriting	30
14.0200	Key punch Operator	6159	Clerk-Typist I (block)	25
		6160	Clerk-Typist II	25
			or	
		6110	General Business	25
		6151	Beginning Typewriting	30
		6154	Advanced Typewriting	25
		6410	Office Practice	25
14.9999	Business Exploration	6109	Business Exploration	25
		6320	Accounting	25
			Office Supervision and Management	25

IV. Distributive Education Occupational Programs

O.E. Class	Name of Program	Course Code	Required, Courses for each Program	Maximum Students
<u>Occupational Preparation Programs (Coop)</u>				
040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900	DE Coop. Program	8120 8130 8140 8141	DE II (Grade 11) DE III (Grade 12) DE II Disadvantaged DE III Disadvantaged	15 15 15 15
041600	Petroleum Marketing	8148	*Petroleum Marketing	15
040600	Food Distribution	8142	*Food Distribution	15
040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900	Marketing	8132 8134	Marketing I Marketing II	20 20
040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900	Senior Marketing	8136	Senior Marketing	20

V. Distributive Education Orientation and Exploration Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900	Education for Employ- ment	8104 8106 8108 8157 8158 8159	Education for Employ.(Grade 7) Education for Employ.(Grade 8) Education for Employ.(Grade 9) Educa. for Employ. (Grade 7 Disad.) Educa. for Employ. (Grade 8 Disad.) Educa. for Employ. (Grade 9 Disad.)	20 20 20 15 15 15
040200,040300, 040500,040600, 040700,040800, 040900,041000, 041100,041500, 041600,041800, 049900	DE I Preparatory	8110	DE I Preparatory	20

* Courses approved for special school divisions.

V. Distributive Education Orientation and Exploration Programs(Cont'd)

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
040200,040800,	Fashion Merchandising	8144	Fashion Merchandising	20
040700,041100 041500,041800	Hotel-Motel Management	8146	*Hotel-Motel Management	20
049900	Radio & TV Broadcasting	8161	*Radio and TV I	20
		8162	Radio and TV II	

VI. Home Economics Occupational Programs

O.E. Class	Name of Program	Course Code	Required * Courses for each Program	Maximum Students
09.0201	Child Care Services	8285	Child Care Occupations I	15
		8286	Child Care Occupations II	15
09.0202	Clothing Services	8280	Clothing Occupations I	15
		8281	Clothing Occupations II	15
09.0203	Food Services	8275	Food Occupations I	15
		8276	Food Occupations II	15
09.0204	Home Furnishings Services	8295	Home Furnishings Occupations I	15
09.0205	Home and Institutional Services	8290	Home and Instit. Occupations I *Recommended Prerequisite: Consumer and Homemaking I & II	15

VII. Consumer and Homemaking Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
C9.0101	Consumer & Homemaking	8230	Homemaking I	20
		8240	Homemaking II	20
		8250	Homemaking III	20
	Family Living	8270	Homemaking V (Non-Sequential)	20
C9.0102	Consumer and Homemaking	8230	Homemaking I	20
	Child Development	8240	Homemaking II	20
		8284	Child Development - 18 weeks	20
09.0103	Clothing Management	8230	Homemaking I	20

VII. Consumer and Homemaking Programs (Cont'd)

O.E. Class	Name of Program	Course Code	Required Courses for each program	Maximum Student
		8240	Homemaking II	20
		8274	Clothing Management - 18 weeks	20
09.0104	Consumer Economics -	8230	Homemaking I	20
and	Home Management	8240	Homemaking II	20
09.0108		8271	Consumer Economics - Home Management - 18 weeks	20
09.0106	Marriage and the Family	8230	Homemaking I	20
		8240	Homemaking II	20
		8272	Marriage and the Family-18 wks.	20
09.0107	Food Management	8230	Homemaking I	20
		8240	Homemaking II	20
		8273	Food Management - 18 weeks	20
09.0109	Home Furnishings and Housing	8230	Homemaking I	20
		8240	Homemaking II	20
		8297	Home Furnishings and Housing - 18 weeks	20

VIII. Home Economics Orientation and Exploration Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Student
	(Non-Sequential Offerings)			
09.0999	Intermediate Consumer and Homemaking	8205	Homemaking Grade 6 - 18 weeks	25
		8206	Homemaking Grade 7 - 18 weeks	25
		8207	Homemaking Grade 7 - Less than 18 weeks	25
		8208	Homemaking Grade 7 - 36 weeks	25
		8210	Homemaking Grade 8 - 18 weeks	25
09.0199	Home Economics - Disad. (Homemaking)	8220	Home Economics - Adapted Disadvantaged - 36 weeks	15
09.0999	Home Economics Occupational-Exploration or	8221	Home Economics - Occupational-Exploration or Orientation - 36 weeks	15

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Student
109999	Industrial Arts	8461	Exploring Techn. (18-36 wks.)	25
		8462	Modern Industry and Techn. (7-9 grades)	25
		8463	American Industry (7-9 grades)	25
		8431	The World of Construction I (7-9 grades)	25
		8425	The World of Manufacturing II (8-10 grades)	25

IX. Industrial Arts Orientation and Exploration Programs (Cont'd)

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
		8415	The World of Communications (9-10 grades)	25
		8445	The World of Transportation (9-10 grades)	25

X. Trade and Industrial Education Occupational Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
17.0100	Air Conditioning and Refrigeration	8503	Air Cond. & Refrig. I	20
		8504	Air Cond. & Refrig. II	20
		8505	Air Cond. & Refrig. III	20
17.0301	Auto Body Repair	8676	Auto Body Repair I	20
		8677	Auto Body Repair II	20
		8678	Auto Body Repair III	20
17.0302	Auto Mechanics	8506	Auto Mechanics I	20
		8507	Auto Mechanics II	20
		8508	Auto Mechanics III	20
17.2601	Barbering	8509	Barbering I	15
		8510	Barbering II	15
		8511	Barbering III	15
17.1004	Bricklaying	8512	Bricklaying I	20
		8513	Bricklaying II	20
		8514	Bricklaying III	20
17.1099	Building Trades	8515	Building Trades I	20
		8516	Building Trades II	20
		8517	Building Trades III	20
17.1001	Cabinetmaking and Carpentry	8518	Carpentry-Cabinet Making I	20
		8519	Carpentry-Cabinet Making II	20
		8520	Carpentry-Cabinet Making III	20
17.0700	Commercial Art	8570	Commercial Art I	20
		8571	Commercial Art II	20
		8572	Commercial Art III	20
17.2900	Commercial Foods	8521	Commercial Foods I	20
		8522	Commercial Foods II	20
		8523	Commercial Foods III	20
17.3300	Commercial Sewing	8524	Commercial Sewing I	20
		8525	Commercial Sewing II	20
		8526	Commercial Sewing III	20

X. Trade and Industrial Education Occupational Programs(Cont'd)

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
17.2602	Cosmetology	8527	Cosmetology I	20
		8528	Cosmetology II	20
		8529	Cosmetology III	20
17.1200	Diesel Mechanics	8679	Diesel Mechanics I	20
17.1300	Drafting	8530	Drafting I	20
		8531	Drafting II	20
		8532	Drafting III	20
17.1400	Electricity	8533	Electricity I	20
		8534	Electricity II	20
		8535	Electricity III	20
17.1500	Electronics	8536	Electronics I	20
		8537	Electronics II	20
		8538	Electronics III	20
07.0303	Health Assistant Cluster	8561	Health Assistant Cluster I	15
*	*Industrial Cooperative Training	8901	Industrial Cooperative Tr. I	20
		8902	Industrial Cooperative Tr. II	20
17.1099	Industrial Maintenance Mechanics	8575	Industrial Maint. Mech. I	20
		8576	Industrial Maint. Mech. II	20
		8577	Industrial Maint. Mech. III	20
*	*Industrial Work Experience	8905	Industrial Work Experience I	15
17.2300	Machine Shop	8539	Machine Shop I	20
		8540	Machine Shop II	20
		8541	Machine Shop III	20
17.1099	Maintenance and Repair	8542	Maintenance and Repair I	20
		8543	Maintenance and Repair II	20
		8544	Maintenance and Repair III	20
07.0904	Medical Assistants	8545	Medical Assistants I	15
		8546	Medical Assistants II	15
		8547	Medical Assistants III	15
17.2300	Metal Trades	8548	Metal Trades I	20
		8549	Metal Trades II	20
		8550	Metal Trades III	20
17.9900	Mine Machinery Repair	8580	Mine Machinery Repair I	20
		8581	Mine Machinery Repair II	20
		8582	Mine Machinery Repair III	20

* List students by Occupational Code

X. Trade and Industrial Education Occupational Programs(Cont'd)

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
07.0303	Nurses' Aide	8560	Nurses' Aide I	15
17.1007	Plumbing	8551	Plumbing I	20
		8552	Plumbing II	20
		8553	Plumbing III	20
17.3100	Power Mechanics	8554	Power Mechanics I	20
		8555	Power Mechanics II	20
		8556	Power Mechanics III	20
07.0302	Practical Nursing	8557	Practical Nursing I	15
		8558	Practical Nursing II	15
		8559	Practical Nursing III	15
17.1900	Printing	8660	Printing I	20
		8661	Printing II	20
		8662	Printing III	20
17.2300	Sheet Metal	8663	Sheet Metal I	20
		8664	Sheet Metal II	20
		8665	Sheet Metal III	20
17.3400	Shoe Repairing	8666	Shoe Repairing I	15
		8667	Shoe Repairing II	15
		8668	Shoe Repairing III	15
17.3300	Tailoring	8669	Tailoring I	20
		8670	Tailoring II	20
		8671	Tailoring III	20
17.2300	Welding	8672	Welding I	20
		8673	Welding II	20
		8674	Welding III	20

XI. Trade and Industrial Orientation and Exploration Programs

O.E. Class	Name of Program	Course Code	Required Courses for each Program	Maximum Students
17.9999	Industrial Career Exploration	8702	Industrial Career Expl. I	25
		8704	Industrial Career Expl. II	25
17.9999	Industrial Career Orientation	8701	Industrial Career Orient. I	25
		8703	Industrial Career Orient. II	25

1975 - 1976
REIMBURSEMENT RATES FOR CATEGORICAL FUNDING UNDER
PART B OF THE ACT

Local school divisions in Group I are eligible for 60% reimbursement of approved costs for the extension of contracts, travel, equipment, adult education programs, etc. and 50% of the approved amount of eligible costs for construction activities. Divisions in Group II are eligible for 55% reimbursement of approved costs for the extension of contracts, travel, equipment, adult education programs, etc. and 45% of the approved amount of eligible costs for construction activities. Divisions in Group III are eligible for 50% reimbursement of approved costs for the extension of contracts, travel, equipment, adult education programs, etc. and 40% of the approved amount of eligible costs for construction activities.

Group I

Accomack
Alleghany
Amherst
Bland
Brunswick
Buchanan
Cape Charles
Carroll
Charles City
Charlotte
Chesapeake
Craig
Dickenson
Dinwiddie
Floyd
Franklin Co.
Frederick
Fries
Grayson
Greene
Greensville - Emporia
Halifax - South Boston
Hampton
Henry

Lee
Louisa
Lunenburg
Mecklenburg
Nelson
Newport News
Northampton
Norton
Nottoway
Pittsylvania
Portsmouth
Poquoson
Prince George
Pulaski
Rockbridge
Russell
Scott
Smyth
Southampton
Suffolk
Sussex
Tazewell
Washington Co.
Westmoreland
Wise
Wythe

Group II

Amelia
 Appomattox
 Augusta
 Bedford
 Botetourt
 Bristol
 Buckingham
 Buena Vista
 Campbell
 Chesterfield
 Clifton Forge
 Covington
 Cumberland
 Danville
 Franklin City
 Giles
 Madison
 Montgomery
 New Kent
 Norfolk
 Northumberland
 Page

Patrick
 Petersburg
 Powhatan
 Prince William
 Radford
 Richmond County
 Roanoke City
 Roanoke - Salem
 Rockingham
 Shenandoah
 Spotsylvania
 Stafford
 Virginia Beach
 Waynesboro
 York
 Hopewell

Group III

Albemarle
 Alexandria
 Arlington
 Bath
 Caroline
 Charlottesville
 Clarke
 Colonial Beach
 Colonial Heights
 Culpeper
 Essex
 Fairfax
 Falls Church
 Fauquier
 Fluvanna
 Fredericksburg
 Galax
 Gloucester
 Goochland
 Hanover
 Harrisonburg
 Henrico
 Highland
 Isle of Wight
 King George

King & Queen
 King William
 Lancaster
 Lexington
 Loudoun
 Lynchburg
 Martinsville
 Mathews
 Middlesex
 Orange
 Prince Edward
 Rappahannock
 Richmond City
 Staunton
 Surry
 Warren
 West Point
 Williamsburg - James City Co.
 Winchester

APPENDIX G

REPORT ON FACILITY ULITIZATION STUDY

Development and Field-test of Facility Utilization Information Component

INTRODUCTION

An Overview of VEMIS-V

The development of the Vocational Education Management Information System for Virginia called VEMIS-V is a joint effort by the Virginia Department of Vocational Education and the Division of Vocational and Technical Education, Virginia Polytechnic Institute and State University.

VEMIS-V consists of three phases. The first phase deals with vocational education program planning. Information on vocational education program purposes and activities, fiscal budget, resource requirements, and enrollment projections is collected from each LEA in the state. The program planning phase has been discussed in greater detail elsewhere.¹ A subsystem called STUDENT has been developed to aid the localities in making a reasonable estimate of enrollment projections. Information collected through STUDENT would help to ascertain students' interest in various vocational programs. STUDENT subsystem is planned to be implemented during the 1974-75 year.

The second phase of VEMIS-V is the implementation and operation of the planned vocational education program activities. During this phase, the Vocational Education Reporting System or VERS collects student enrollment figures in vocational education programs and student characteristics.

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1. Vivekananthan, P.S., Program Planning - Phase one of VEMIS. Fifteenth Annual Conference of Southern States Council on Educational Research and Statistics, El Paso, TX, Nov. 11-14, 1974.

VERS is a computerized information system. It includes a follow-up phase of former students. A complete description of VERS can be found elsewhere.² A subsystem has been developed to collect vocational teacher's daily assignment information. This subsystem is implemented in the 1974-75 year and is part of the second phase of VEMIS-V. Information collected through VERS and teacher's daily assignment subsystem will aid the State Division of Vocational Education to determine amount of reimbursement to localities for vocational education activities.

The third phase deals with annual evaluation of vocational education program offerings. A manual has been developed and field-tested during the 1973-74 year. Procedures of evaluation have been described in the manual.³ The manual aids localities in identifying the strength and weakness of the programs. Information from the third phase will be very valuable in making necessary plans of vocational education program offerings.

The three phases are interdependent. They form a cycle, phase 1 leading to phase 2 which leads to phase 3, and phase 3 in turn leads to phase 1. A state wide picture of vocational education programs is obtained when a cycle is completed. This information helps not only in meeting federal

2. Vivekananthan, P.S. and J.D. Oliver, VERS - The Student Accounting Component of VEMIS-V. In R.L. Morgan, W.L. Ballenger, and J.E.S. Lawrence (Ed) Management Information Systems for Vocational Education: A National Overview, Technical Report 1, DASP Division, Center for Occupational Education, N.C. State University, Raleigh. 1974.
3. "Annual Local Evaluation of Vocational and Technical Education", Procedures and forms for conducting an annual evaluation of vocational and technical education programs. Division of Vocational Education, State Department of Education, Richmond, Virginia 23216

reporting requirements, but also suggests actions needed to improve vocational education programs for coming years.

Deficiencies in VEMIS-V

It can be noted that VEMIS-V does not provide all necessary information of evaluation and for program planning. There are deficiencies particularly in the areas of facility utilization and man-power demand projections. Procedures are lacking to gather inventory of existing facilities and evaluation of existing space utilization. There is no information gathering mechanism to evaluate extent and efficiency of facility utilization. This proposal is addressed to meet the need by developing a facility utilization information subsystem. When this subsystem is developed it will become an integral part of VEMIS-V.

Need for Facility Utilization Information

In the Commonwealth of Virginia there has been a phenomenal growth in the enrollment in vocational education courses during 1967-1972. Data reported in the State Advisory Council Annual Report⁴ show that the average annual percentage increase in vocational subjects has been about 16% as compared to less than 4% for all secondary schools and resulting in 78.56% increase over the 5 year period. Consequently the State Advisory Council on Vocational Education strongly recommended that the State Department of Education and the State Legislature appropriate larger funds for construction of vocational education facilities.

4. Third Annual Report, Virginia State Advisory Council on Vocational Education, Nov. 1972.

The surge for expansion and improvement of vocational education program offerings suggest that an assessment of the utilization of current vocational education facilities in Virginia be made particularly before any expansion of facilities can be planned and undertaken. In essence, facility utilization information is needed in terms of its capacity, its enrollment and its time of occupancy and use in a given period of time. This information will help immensely in the assessment of facility utilization in terms of its efficient, economical operation. And yet, this information is rarely available in Virginia. This indicates a need for development of a system that will provide facility utilization information on a regular basis.

Study by VSACVE

The Virginia State Advisory Council on Vocational Education contracted with a consulting firm "to identify the basic factors that affect or influence utilization; the procedures that should be used to record and report such utilization." The purpose was "to conduct a limited utilization study with purposes as previously described." As a result, the study ended up with a design rather than development of a facility utilization system. Additionally, the report says "that further effort need also be devoted to the determination of a method of computerizing the qualified compatible utilization data that could be obtained for reporting purposes." Consequently, measures of utilization and criteria of optimum utilization have yet to be established. Computer softwares have to be developed. Information content have to be determined. In essence, a facility utilization system has to be developed.

APPENDIX H
FALL REPORT OF VOCATIONAL EDUCATION TEACHER
(TEACHER DAILY ASSIGNMENT)

FALL REPORT OF VOCATIONAL ACTIVITY
(To be completed by 9/30/2020)

(1) School Division _____

(3) Teacher's Name _____

(5) Contract Time (Check one) 10 Months _____

11 Months _____

12 Months _____

(4) Social Security No. _____

(6) Daily Activity Chart

A Assignments by Periods () Bracket Block Periods Pre-School Period	B Activity Code	C Activity or Course Work	D Length of Period in Week	E Number of Periods in Week	F Total Hours
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					
Period 6					
Period 7					
Period 8					
Post School Period					

(7) Teacher-Coordinator Travel Budget _____ (C) Adult Supplement _____ 60 hrs. _____ 120 hrs. _____

(9) Sponsors Student Organization _____ yes _____ no _____

Date _____

Signed _____

(Teacher)

If on adult supplement, check appropriate number of hours and attach plan for adult activities.

INSTRUCTIONS

The "Fall Report of Vocational Education Teachers" is completed by every instructor teaching secondary vocational education courses. Each teacher will receive two copies of the form from the VERS Coordinator. One completed report is to be returned by September 20 to the VERS Coordinator. The teacher will keep the second copy on file. The VERS Coordinator will send the forms by September 25 to the State Supervisor of the respective vocational education program field.

The report consists of nine items:

Items 1-5 are self-explanatory.

6. Daily Activity Chart.

- A. Assignments by Periods. Preprinted. Put a bracket ({} around the periods involving block periods.
- B. Activity or Course Code. Refer to the Teachers' Daily Assignment Code List in the VERS Teachers' Guide. Write the appropriate code of the activity or the course. If the activity is not listed in the Teachers' Daily Assignment Code List, mark XXXX.
- C. Activity or Course Title. From the code list, write the appropriate activity or course title. If the activity is not listed, describe the activity. If you have two or more activities during the period, list each activity.
- D. Length of Periods in Minutes. Write in the length of class periods. For pre-school period and post-school period activities, estimate activity duration in minutes.
- E. Number of Periods a Week. Write the number of periods in a week you have the activity specified in Col. C.
- F. Number of Students Each Period.
 1. Coop. Write the number of cooperative students you teach during the period.
 2. Non-Coop. Write the number of non-cooperative students you teach during the period.
- G. Certification. If your teaching certificate is endorsed to teach the course or do the activity specified in Column B, put a check mark (✓) under "yes". If you are not certified when certification is mandatory, put a check mark (✓) under "no". If no certification is necessary, write NA (not applicable). DON'T LEAVE A BLANK.
7. Teacher-Coordinator Travel Budget. Write the amount approved for travel for coordination activities.
8. Adult Supplement. If you are on adult supplement, check the appropriate number of hours. Attach plan for your adult supplement activities. The plan, in outline form, includes types of activities such as on-site instruction, supervision, promotion, design and development, and commitment for adult programs and percentage of time spent on each.
9. Sponsor of Student Vocational Organization. If you are a sponsor of a student vocational organization such as DECA, VICA, FBLA, FFA, FEA, or VIASA, mark "yes". Otherwise, mark "no".
10. Signature. Sign your name verifying the information given on this form.

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PLEASE RETURN THE COMPLETED FORM TO YOUR VERS COORDINATOR ON OR BEFORE SEPTEMBER 20.